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Self Understanding Through Occupational Exploration (SUTOE) is a one year course designed to assist ninth graders with educational and career planning. SUTOE aims at enabling students to gain knowledge and understanding of possible future goals and job opportunities, to develop social skills in applying for work via application and job interviews, to gain understanding of employers' viewpoints and requirements, to broaden knowledge of the general economic structure as related to labor force needs, to understand the importance of opportunities offered through high school and post-high school training programs, and to assess one's own strengths and weaknesses. The course, individually tailored, includes evaluation of goals via investigation, idea exchanges in groups, role playing, interviewing, letter writing, reporting, visitations, speakers, films, appropriate research exercises, and testing. A teacher's guide accompanies the course description. (KP)

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1967-68

TEACHER'S GUIDE TO:
SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION
(SUTOE)

ED024965

STATE DEPARTMENT OF EDUCATION
DIVISION OF COMMUNITY COLLEGES AND VOCATIONAL EDUCATION

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FOREWORD

In today's technological society youth rarely have the opportunity to learn about the multitude of occupations of persons employed in the work force or to explore the demands and rewards of the many occupations. The expression and fulfillment of each individual is usually attained through the career life of the individual. It follows that full realization of the individual's potential, personal development and adult life lies in the selection of the career most nearly suited to each person. Full realization of our youth demands that avenues be opened for the exploration of the career opportunities in today's fast moving world.

The "Self Understanding Through Occupational Exploration" course has been developed to assist secondary school students in exploring the many possibilities open to them for career development as it relates to their education and personal development. This course has not been conceived as being a separate entity in itself, but as part of a guidance continuum through the elementary, high school and post-high school educational process. As the course has been developed, it fulfills a vital segment of such a comprehensive guidance pattern.

The instructional material included herein has been developed for use on a pilot basis in selected secondary schools in the coming school year. It is anticipated that if, through careful evaluation, the pilot course proves effective and valuable to students, its use may be extended to a large number of secondary schools in the state.

Leon P. Minear
Superintendent of Public Instruction

ACKNOWLEDGMENTS

Personal acknowledgments are due many people for helping to bring the Teacher's Guide to fruition. Without them, completion of the pilot draft would have been seriously handicapped. Among those making pertinent contributions to the evolving SUTOE Guide were: Ed Aspitarte, Ontario Junior High Counselor; Jerry Beier, David Douglas Assistant Principal; Ron Daugherty, Coos Bay Vocational Director; Max Garrett, Cascade Junior High Counselor; Cas Heilman, Hood River County Vocational Supervisor; Jim Roberts, Molalla Principal; John Rost, Roosevelt High School Vocational Counselor; Wec Rumbaugh, Lane County IED Vocational-Technical Coordinator; and Phyllis Wright of The Dalles. Mrs. Wright has also served as the consultant for re-writing from the original draft and has made outstanding contributions in this capacity.

Additionally, James Lacy, State Department of Employment Supervisor of Occupational Analysis, and Ben Simmons, Department of Education Curriculum Director, participated with helpful comments. More directly involved in continuing study and evaluation of the evolving proposal has been Ronald E. Kaiser, Vocational Education Research Supervisor; Glen L. Weaver, Supervisor of Guidance Services; and Leslie L. Adkins, Consultant in Guidance, all from the Department of Education. Special recognition is given to Hartley B. Campbell, Vocational Guidance Consultant, Division of Continuing Education, whose effort and devotion to an ideal has carried this project forward.

The North Carolina State Department of Public Instruction, Division of Vocational Education, was a source of information and encouragement

for the undertaking. North Carolina's manual, INTRODUCTION TO VOCATIONS, places under one cover many ideas and examples, some of which were incorporated into the project. Also, the New York State Education Department (School to Employment Program) STEP manual is an extremely useful source of ideas and information for anyone wishing to explore in great detail ideas for making school a more meaningful experience to individuals. These and other useful references are included in the selected references at the end of the Guide.

Robert O. Hatton
Assistant Superintendent

Wm. G. Loomis
State Director, Vocational Education

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PREFACE

Why is a Course in Self Understanding Through Occupational Exploration Needed?

In a rapidly changing complex industrial society such as ours, there is a need for all citizens to have as much knowledge as possible about the economic structure and its influence on individuals in work and social pursuits. Having a general or theoretical knowledge of the world of work will be of little value unless those involved are capable of making wise decisions when confronted with multiple choices. As all citizens are sooner or later faced with a variety of choices, and virtually all are exposed to school experiences, it can be assumed that the logical place to receive help in learning to make decisions is in the formal school setting. Before this ideal has real hope of attainment for the great majority, it will be necessary for new approaches to be developed in many school situations. SUTOE is one such approach.

The purpose of this presentation is to instill ideas and formalize suggestions concerning one very broad aspect of the decision-making process as it relates very directly to almost all people in a truly democratic society. That broad aspect concerns investigation and evaluation of information about career opportunities and societal needs. While no individual in a democratic society should have the right to tell another what he must choose to do for a livelihood, nor how he must use his leisure time, these personal decisions are influenced by the overall needs and opportunities of the economic system. The resulting choices are likely to be due to immediate circumstances rather than rational planning unless the individual has a great deal of awareness regarding the choices open to him.

It is hoped that as a result of this course, students will be helped to make good decisions, making it easier to adjust to change and plan their futures more effectively. A good decision "is one in which the decider has considered all possible alternative actions, the probable outcomes of each, the probability of success of each and is willing to take the responsibility for the decision."[1] No one can prescribe satisfactory occupational goals for the individual. He must seek his future himself through self appraisal and awareness of occupational opportunities.

> "Why should we be in such desperate haste to succeed and in such desperate enterprises. If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears however measured and far away."
>
> Thoreau

In view of the prediction that within the next five years our space program alone will provide 18,000 new jobs not even named today,[2] and other similar forecasts, the question is raised concerning challenges in planning effective vocational education programs. On the other hand, C. A. Pearce, of the New York Department of Labor, in a speech in June, 1965,[3] stated that in New York state not more than five percent of the total labor force is made up of professional engineers, scientists, and technicians. He said jobs not requiring post-high school education or protracted job training

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[1] Dolph Camp, #~~44~~43 for details in Selected References.

[2] Clary and Beam, #9 for details in Selected References.

[3] C. A. Pearce, #25 for details in Selected References.

(for the most part) will continue in the foreseeable future to provide the greatest demand. They will provide up to two-thirds of all jobs filled in the next decade and are represented by such categories as domestic workers, hospital attendants, practical nurses, restaurant workers, janitors, and the protective services. The expansion in the service industries is due largely to the increasing standard of living.

With such representative and varying predictions to choose from, it is time young people were given information in a systematic way about their choices and aided in learning to make appropriate decisions. It would help to make possible what Super has referred to as "planfulness." There needs to be stress on the dignity and value of work, all work, with less emphasis on some of the more "prestigious" factors, thus encouraging a more realistic understanding. A feet-on-the-ground, eyes-on-the-stars approach might be desirable. If, as Dr. Harry S. Broudy of the University of Illinois suggested,[4] the American educational system may be as much as thirty years behind, curriculum revision which includes realistic exploration and planning for the world of work would be one means of updating helpfully.

To further substantiate the need for a course of this nature, reference is made to the investigation by Grant Venn, Man, Education and Work, as well as several other sources listed in the Selected References. Among them are the "Final Report of the Education Improvement Advisory Commission," State of Oregon, 1966,[5] in the section titled "Vocational Education," page 61, item 1:

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[4] Broudy, #6 for details in Selected References.

[5] Education Improvement Advisory Committee, #49 for details in Selected References.

> "Group and individual guidance about occupations should begin during the junior high school years to facilitate wise occupational choice by assuring that every youngster becomes familiar with the different types of work that exist."

From Imperatives in Education[6] by the American Association of School Administrators, Imperative 3, "To Prepare People for the World of Work," several items are noted, some of which are:

> "...it is imperative that the school be organized to help the worker make successful career changes and to assist young people in preparing for the world of work." (p. 22)
>
> "...and that much more time, skill, and money be devoted to vocational guidance in schools at all levels and through agencies and institutions of the community." (p. 23)

That chapter emphasizes the dignity of all socially useful labor, and that attitude development toward vocational education should begin early and be continued. On page 32, we find:

> "Proper job placement contributes to mental and physical health and increases the individual's productivity. No other activity undertaken during waking hours occupies more time or so affects total well being, determines companions, or sets the backdrop for activities as does the occupation the individual chooses to enter. Furthermore, the search for a personal place in a chosen vocation so enriches understanding of occupational conditions that tolerance of other people and other vocations is increased... It is imperative that the vocational guidance program provide young people with a process of self-evaluation to help them make intelligent choices."
>
> Page 33 goes on to say: "This all-important end cannot and must not be left to chance or be merely an incidental by-product of the educative process. The school must not only see this as a major purpose, it must be willing to do something about it."

Among the suggestions are more focus on vocational curriculum objectives, expert counseling, and helping young people to know themselves better. These are among the objectives sought in this course, Self Understanding Through Occupational Exploration.

It is so easy for an individual suddenly to find himself looking back at the road not taken and to realize too late that there is no turning back. This leads naturally to wondering at what age can youth be most motivated to concern themselves with goal planning. Of equal concern is the part schools can take in supplying the motivation, providing the assistance in decision making, and rewarding the goal oriented individual. ROBERT FROST expresses all this so well in his poem:

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[6] American Association of School Administrators, #17 for details in Selected References.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

HBC

ABSTRACT

WHAT IS SUTOE?

Self Understanding Through Occupational Exploration (SUTOE) is a one year course designed for ninth graders. Most of the schools inaugurating the program will probably begin it as an elective course, valuable to any student, but especially recommended to students suited for later pursuing courses in vocational education at the high school and post-high school levels. Some schools may decide it should be required.

It was developed under the leadership of the Community Colleges and Vocational Education Division and the Guidance Services Section of the Department of Education, in cooperation with the Division of Continuing Education, in response to the expressed need by educators, parents and businessmen for an effective, broad-scale, classroom approach to assisting students with educational and career planning. SUTOE is not a panacea. It is only one step in the total guidance program, and aims at linking together the efforts of the vocational education programs, general education programs and guidance programs in order to enable a student to better take advantage of available opportunities through which he may ascertain, and succeed in reaching, his occupational niche.

TO WHOM IS THE COURSE AVAILABLE?

While the course should eventually be available to any school desiring to offer it, a pilot program is being planned for the 1967-68

school year which will involve a limited number of schools. It is anticipated that selected schools who meet the following guidelines will receive partial reimbursement for the program:

1. Schools seeking reimbursement must submit a written plan to the Vocational Education Division showing how the course will be integrated into their curriculum to augment existing on-going guidance and vocational education programs.
2. Schools will be expected to finance the major part of the cost of the program which will include: (a) providing classroom facilities; (b) securing a qualified instructor to teach the course and attend a preliminary summer workshop of two or three weeks. (The teacher should have a background in guidance with appropriate training and experience); (c) securing necessary resources for classroom and teacher use; (d) assisting in publicizing the course and building rapport with community resource people, organizations, industries and agencies needed for assistance to achieve maximum success with the course; (e) assisting in the evaluation of the course on a local and state level.

WHAT IS THE PURPOSE OF THE COURSE?

SUTOE aims at enabling students to gain knowledge and understanding of possible future goals and job opportunities; to develop self-confidence, poise, and other social skills in applying for work via application and job interviews; to gain understanding of employers' viewpoints and requirements; to broaden knowledge of the general economic structure as related to the labor force needs of our nation, state and local area; to gain understanding of the importance of opportunities offered through high school and post-high school training programs; to assess one's own strengths and weaknesses.

WHAT CONTENT AND METHODS WILL BE USED TO ACHIEVE THE PURPOSE?

SUTOE is a study of the many resources regarding the employment structure of our country, state and community. The course will be tailored for the individual and his needs and include long range and short range evaluation of general and specific goals via investigation and search, idea exchanges in groups, role playing, interviewing, letter writing, oral and written reporting, visitation to specific industries and/or other businesses, guest speakers, viewing of career films and film strips, research techniques in career fields of special interest to the individual student and extensive testing (standardized and instructor-made).

INTRODUCTION

What is the Problem?

Even though virtually all young people are faced with decision making problems early in their school years, especially during the junior high years, few are exposed to a systematic approach. The students are called upon to decide whether they expect to go to college, the military, work, or marriage, etc., before most of them have become aware of even the broad choices available. In many schools this becomes necessary in order for students to be placed into "tracked" programs or for yearly pre-registration procedures. Once the individual has been channeled in a particular direction it oftens becomes difficult later to make changes in his program as his own specific assets and deficiencies are noted. It does not leave time for the student to go back and pick up the prerequisites. As a result, far too many students reach graduation day, or the end of their formal schooling, with more confusion in their minds regarding goals than would be necessary had there been a rational approach to the problem. They often are not led to see the possible alternate choices and resulting possible outcomes, nor the relationship between the two.

How is the Problem Being Met?

Most schools in Oregon do not offer a formally recognized course in occupational exploration, though many have individual staff members who "work it in" as a unit in classes ranging from required social studies or English (in a variety of grade levels) to electives such as business education or vocational agriculture. These units vary in length from a few days to a few weeks; and in approaches from a few pages referred to in a book, to somewhat detailed investigation of career opportunities and needs. These sometimes include examination of personal interests, aptitudes, training requirements, educational needs, temperament qualifications, and supply and demand, as well as environmental factors. They also occasionally endeavor to investigate the local opportunities via surveys, field trips, guest speakers, and individual interviews. Writing sample letters of application and role playing job interviews are occasionally attempted.

Too often, the units result in busy work assignments and extensive use of material copied from very limited sources, not always the most up to date. Experiences in evaluation by the student are usually lacking in the latter approach at least, even if some information is gained and retained. At best, the better programs (units) are usually for a limited clientele, and of such short duration that they are likely to serve only a short range purpose or miss entirely some of the students who are most in need of information and experiences in decision-making as related to their total life goals. The negative aspects of such superficial solutions to the problem are readily apparent in too many cases. Among them are: 1. the intense boredom in studying half-heartedly a topic that seems to be of distant value when assigned for the sake of assignment; 2. obvious encouragement of plagarism; 3. teacher lack of interest or qualifications; 4. leaving the student out of the process of evaluation; 5. further frustration for the conscientious student, due to a lack of sense of direction in making use of this new found knowledge; and 6. the more obvious lack of a place in the curriculum of the ordinary school where virtually all are afforded an opportunity to gain experience in decision-making in this, one of the most vital and realistic activities of their lives, while young enough to do something constructive about it.

While there are a few schools in Oregon that offer extensive units in career exploration, and a few that offer course credit in vocations, a variety of systems outside Oregon are presently providing students with introductory vocational exploratory courses. Some of these courses are established for particular grade levels, where group processes are used extensively. Others present the material in a supplementary manner to groups composed of individuals who are spending much of their day outside the school environment on a work experience program. Orientation to the world of work is sometimes handled in a classroom situation where a core approach is used. For perhaps too long a time, in too many schools, some counselors and interested teachers have attempted to provide occupational information on an informal or individual basis to students. Too long, because it is inadequate and incomplete.

The trend toward organizing courses of study relating to vocational exploration is increasing, though they operate under a variety of names such as *Vocational Economics*, *Occupational Relations*, *Introduction to Vocations*, or *Vocations*. There seems to be little uniformity in the name of the course or in the approach used in making it meaningful. Some tend to stress the need for work experience for the students while they are enrolled in the course so that discussions will be more realistic, while others accept more limitations within the classroom and innovate within that environment.

There is stress by some on the need for selecting instructors for the course on the basis of successful classroom experience, training in the guidance field, and knowledge of the social sciences. It might be added, prerequisites should include interest and enthusiasm on the part of the teacher.

Extensive exploration of the tools, machinery, and equipment found in occupational areas of interest are being provided in some unique situations, but these are mostly related to individual programs through MDTA or Vocational Education Act funds and are not available for the great majority of youth. The skills center facilities that are occasionally provided permits individuals to discover strengths and weaknesses for themselves, but more youth must be served.

The total community resources in personnel and facilities are sometimes brought into the exploratory course via field trips, guest speakers, individual interviews, or a day on the job. Rarely, the program includes placement on a part-time job for the student. Further, the instructor with imagination makes extensive use of the newspaper ads, local job application forms, general and specific references to literature related to the world of work, and decision-making processes. In order to promote greater understanding by the students, some of the courses emphasize in the beginning a unit on economics as it relates to a person's everyday life as a producer and consumer. Some programs tend to assume this phase of orientation has been largely handled in other courses or they specifically initiate instruction in economics as related to work units at an earlier grade level as part of a developmental approach to preparation for the future.

After the initial phase, various methods of emphasizing the wide variety of career fields are used. Some classify types of work into three or four broad categories, and some use the more common Department of Labor _Dictionary of Occupational Titles_ (_DOT_) groupings or the census classifications, using similar lesson or unit plans for each. These are adapted as appropriate for the community, school, and individual students. For example, North Carolina's exploratory course sections careers into manual and mechanical occupations; clerical, sales and service occupations; and professional, technical, and managerial occupations; in addition to introductory and evaluative units.

How Does SUTOE Approach the Problem?

It is clear that the problem of providing adequate vocational guidance in regard to occupational planning is a felt need not only in our State, but also throughout the nation. This course, SUTOE, has been designed to aid Oregon school districts in bolstering their vocational guidance programs by attacking the problem on a broader and more comprehensive scale than individual counseling or isolated, piece-meal units permit. Its classroom approach, at a strategic grade level with respect to educational planning needed to reach occupational goals, will enable more students to benefit. As a vital segment of an on-going guidance and vocational program, it can play a major role in helping schools meet their students needs. Appendix N illustrates how SUTOE fits into a guidance program.

The intent is not to imply there is any quick or easy solution to the problem, but it is to suggest that probably there is a growing need for a course in occupational planning in the general education curriculum of Oregon schools. It will not make experts in careers, or even by itself prepare students to step into the beginning level jobs, but it should broaden their horizons and give them insight for planning their goals with fewer frustrations or dead-end starts, even though present trends indicate young people of today may expect to change careers a number of times during their lifetime. Next to communication skills *per se*, vocational and related educational planning decisions, along with those related to lifemate choices and leisure time use, are most needed. They cannot be considered intelligently without the individual having knowledge of himself, his present environment, and the realistic potentials available.

OBJECTIVES OF THE COURSE

Broad Objectives

There are many goals to be sought in a course offering occupational exploration. The following are not intended as a complete or exclusive listing but as among the desirable and/or expected outcomes.

1. Self concepts should change, especially in relation to understanding of one's present and potential qualifications. Students will be better able to appraise themselves as a result of interest, aptitude, and achievement assessments made in a realistic setting and given adequate interpretation.
2. There should be greater appreciation of work of any kind as a social institution of value.
3. Acceptance of responsibility for decision-making should be increased, especially with respect to vocational and educational planning, as well as in other aspects of everyday living.
4. The students should, therefore, become aware of the consequences of decisions and learn to view decision-making as a continuing process which is modifiable by the ability to adapt to the environmental changes.
5. Among the leading goals is a need to help the individual become aware of the ready resources regarding educational and vocational planning, and how to use them in maximizing self potential.
6. Changes in vocational interests, based on knowledge and purpose, should be apparent in many students. In some, an initial interest in

the world of work may be sparked. Though the authorities have found vocational thoughts of young adolescents are a result of fantasy and wishing, the same age group is swept rapidly along under the pressures of requirements and expectations, to where tentative decisions may become permanent. Exposure to fact oriented occupational information and self-inventory procedures should help develop more realistic thoughts about the world of work.

7. This course should provide a base on which individuals might build future plans, and activate a desire to seek more information for educational and occupational planning.
8. Another general goal is for students to broaden their knowledge of the general economic structure as related to the labor force of our nation, state, and local area. At the same time, it should increase awareness of the inter-relationship of consumer and producer economics.

Specific Objectives

Many more specific objectives are to be considered when planning a course of such scope. Among them are:

1. To familiarize students with the employer's viewpoints and requirements.
2. To acquaint students with various methods of finding jobs.
3. To develop self-confidence and poise in applying for work via letters of application, filling out forms, job interviews, etc., either through role playing or actual experience.
4. To provide experiences in interacting with others concerning the world of work, by interviewing employers or employees regarding various enterprises.

5. To develop a sense of judgment of facts presented on either side of an issue, by analyzing controversial topics related to SUTOE.
6. To develop confidence while speaking to a group, through experiences in reporting to the class on a topic that is meaningful to the individual.
7. To identify and explore each individual's understanding of his own temperaments in relation to possible job choices. This will contribute to possible satisfaction with his work, and with himself, as he considers advantages and disadvantages of a particular career for him.
8. To enable the student to consider job choices as they relate to an understanding of the supply and demand in a field of work.
9. To explore interests, opportunities, and general characteristics of various job groups.
10. To learn to differentiate between and gain appreciation for characteristics of work in a particular group of careers (e.g., service, clerical, etc.), and to be able to recognize what is unique in each area of work or specific career.
11. To identify skills needed for the various types of work considered.
12. To become familiar with the education and training opportunities and requirements in the fields of work tentatively considered.
13. To provide opportunities that will enable the student to learn to evaluate his own work and the work of fellow students in the class.
14. Not the least of worthwhile objectives will be for the students to help the teacher evaluate and come to a sound conclusion about the success of the course.

Only time and special evaluative procedures will determine the validity of the broad and specific objectives outlined here. Unit X of the course itself deals with evaluating it in light of the overall objectives. Follow-up activities after the completion of the course should be conducted to help determine students' satisfaction with self, job, and environment. The teacher can find ideas for evaluation in Unit X. The teachers' summer workshop will also deal with this problem.

EFFECTIVE PRACTICES AND TECHNIQUES IN CONDUCTING AN OCCUPATIONAL COURSE *

Group discussion: Frequent use of group discussion, permitting students to interact with each other and relegating the teacher to a relatively passive, supervisory role, will often afford keener insights into the needs and abilities of pupils. It also provides students with an open avenue to increased class participation, resulting in more enthusiasm toward the class, as well as a chance for each student to explore his leadership ability and expand his verbal skills. When the class is divided into small groups, more will be accomplished if the teacher provides each group with a written assignment sheet which includes provisions for selecting a group chairman and recorder, topics to be discussed and how, and directions for reporting to the teacher or class. Limitations should be placed upon time and topics. It may be necessary to provide students with training in group participation and leadership. A system of evaluation can be worked out which involves the students in rating the participation and performance of other students in the group, thus encouraging a more responsible attitude toward accomplishing their assigned task.

Role playing: Not only is it a major instructional tool, but it assists students to learn to identify and manage their attitudes in significant situations. Under proper directions and planning, role playing in the classroom is not lacking in realism. The pupils should be called upon to make judgments and comparisons. For example, what was good in . . . or where was improvement necessary, or if you were an employer. The pupils

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* Adapted from the New York State STEP Manual.

should also take notes. Topics for appropriate role playing may include interviewing for a job, taking a message, delivering a message, taking orders, working with others, discussing problems.

Field trips: In studying local business and industry, field trips are very desirable. They present the classes with substantial and meaningful materials for discussion; however, selection of places to be visited should be determined not only by pupils' interests but also by future employment possibilities. Plan trips which permit students to observe a variety of occupations on one visit. Coordinate with other teachers in planning trips of mutual benefit to meet multiple objectives. Include adequate preliminary orientation of students to prepare them to intelligently observe people in the world of work. Simulated field trips with audio-visual aids and speakers may be necessary when it is impossible to leave the school. Industries, businesses, institutions and organizations usually welcome school visitations and will help with arrangements. For example, the Kiwanis Clubs of Oregon have worked actively by promoting and helping financially in the annual State Job Fair.

The school library or school guidance center: Materials should be provided that are significant and of special interest to the world of work, especially regarding local industries.

Guest speakers: The teacher can make use of speakers or panel members from local industries, businesses, government agencies, and former pupils. Faculty members can also be brought in to stimulate questions and give pertinent viewpoints to the class. Counselors might speak of the changing world of work. Home economics teachers could describe the food and clothing industries, and other cooperating education coordinators the qualities of good workers. Social studies teachers might review basic civil rights. These are all possibilities. Other speakers from the State Employment Service could discuss regulations regarding employment of minors. Representatives from organized labor could speak about the rights and responsibilities of union membership. Social security officials may talk about social security requirements and benefits. Personnel directors may conduct simulated interviews and explain employment requirements. Community people are usually pleased to be asked to serve as speakers or members of a panel. Many districts have a compiled list of community resource people available.

Meeting with parents: Parents may be encouraged to extend more cooperation if they are invited to meetings with topics such as, "How to help your child toward a successful career." They may benefit not only from the advice of the teacher but from the informal discussion and suggestions from other parents who share similar problems. They may serve on panels or as individual guest speakers for the class. Other suggestions are included with suggested activities in many of the units. Appendix L-1 and L-2 contain sample letters to be sent to parents before and after the course. They explain the nature of the course and request assistance from the parents in helping to make it more successful through personal participation and in helping to evaluate the program through follow-up activities. A sample evaluation form for parents can be found in Appendix L-3.

Materials from possible work stations could be used: These can be used as sources and reference materials for instruction to the class, or for reports by students. Examples include sample questions used on qualifying tests for certain businesses, reading materials such as instructions to new employees, payroll explanations, forms and reports used on the job, and instructions for specific job operation. Sample tests can be used in group lessons in training to follow directions and though some of the mathematics and spelling questions may prove difficult for some students, they may serve to make them realize the importance of further education. Selected statements from on-the-job materials can offer high motivation for a lesson; for example, "The prospects are excellent for any young man or woman who wants to learn, is willing to work hard and qualify for promotion." Counselors, Distributive Education or other vocational education teachers can often direct you to firms willing to provide sample materials. The Chamber of Commerce or State Employment Service may be of help, too.

This course as a bridge: All assignments whenever possible should be made in cooperation with other classes students are taking.

School activities: The students in the course can make definite contributions to such events as career night or career assemblies. They can also help prepare copy for the school yearbook and newspaper (e.g. writing a "Job Tips" column for each issue). There might be a whole section in the yearbook devoted to illustrations and explanations of the course. These practices can help establish rapport and strengthen the status of the program.

Testing: The value of using standardized tests to encourage pupils to take into account their interests and abilities in planning their careers cannot be passed over lightly. However, involved calculations and assessments with high and low percentile scores and detailed profiles should be avoided unless the instructor believes the class is interested and able to absorb fine distinctions and measurements. Students can, with little difficulty, learn and appreciate the necessity for measurement, and the meaning of such terms as aptitude and qualification. There are many tests available, including some from the armed services and civil service examinations. Tests that are on the market from reputable testing sources and the General Aptitude Test Battery, available through some schools now, are other possibilities. A few possible tests are listed in Appendix M-1.

Original materials: Because of the wide variation in pupils' backgrounds and abilities, and the inadequacy of instructional materials, the instructors will have to develop their own materials and build up a supply which can be used term after term, with modifications. It is suggested that instructors working with these classes keep cognizant of the latest in group guidance publications, including those from their State Department of Education. Specific materials needed are discussed in each unit.

Individual conferences: Arrange conferences outside of or during class to supplement class work, individualize instruction and guidance, and assist students with independent study and research projects. Early in the year provide students with information on the conferences. Include: how they can be of assistance, the confidential nature of the conference, how to arrange a conference.

Student evaluation: While a "pass or fail" system would be desirable for this course, many teachers will be required to give a letter or number grade. Each unit contains suggestions for culminating and evaluative activities to give variety to the more common test method.

Independent study: More and more the teacher is coming to be regarded as a director of learning, whose major task is to marshal resources and direct the student in his private research activities. A number of units in this course emphasize this technique and specific suggestions for implementation are included.

Inductive approach to learning: Planning student-centered activities with the class increases their motivation and enthusiasm toward learning. Most units suggest possible focus questions around which such activities can be planned using a variety of methods which are suggested in this section.

Games: The imaginative teacher will devise her own "games" to supplement those suggested in some units. Learning can be fun!

Individualizing instruction through alternate assignments: Duplicate petition forms which the students may use to request an alternate assignment. Have the student give reasons to justify the request. Acceptable reasons might be that he does not have the skill or aptitude to carry out the assignment at a level competitive with other students, and thus is at a disadvantage; or that he wishes to pursue another project in which he is especially interested. After accepting the petition, the teacher can arrange a conference to plan the alternate assignment which should be of comparable difficulty.

Grievance Committee technique: In student-centered classrooms it is important for the teacher to maintain order; yet, at the same time, equitably balance the power in the classroom to insure democratic processes. Authoritarian teachers had better try other methods. Taking a leaf from the labor-management practices book, set up a procedure for solving disputes between the teacher and a student or between the students themselves.

Have protestors fill out a "Grievance" form. Let the students vote on whether or not the protest deserves consideration. If so, let them select a grievance committee to investigate the facts. If the parties in the dispute accept the committee's recommendation, it is settled. If not, the parties should select a mutually agreeable mediator. If they cannot agree or if the mediator cannot resolve the dispute, each party should select an arbitrator. These arbitrators would meet and work out an agreement which would be binding on both parties. Does this sound time consuming? After a trial run or two, students would find this out too and reject unsound grievances. This technique could not only settle classroom problems, but also teach students how labor-management disputes are settled and show the influence that jockeying for power has in the affairs of our society. It could become a constructive lesson in democracy.

Job opportunities and placement for students seeking work experience, or learning through work observation: The term "work experience" is meant in this context to include short term jobs (e.g., fruit harvesting, baby sitting, lawn care), part-time jobs (e.g., paper routes, custodial work, delivery jobs), and non-paid volunteer work (e.g., play ground helper, assistant swimming instructor, clerical helper on a community service project). "Work observation" means placing students in a situation where they may observe others at work in their jobs. The guidance office may provide help in securing positions for students. In consultation with the employment service, the students themselves can draw up a list of opportunities through volunteer work. A helpful practice in securing private employment might be to circulate cards or letters to prospective employers. The copy should be businesslike, brief and not patronizing. Following is a sample.

Students are available for part-time employment in the afternoon, or a.m., or full-time during the summer months. These students fulfill the following qualifications:

1. They range in age from 14 through 17, subject to industry regulations.
2. The time of day an individual would be free from school may be arranged to the mutual advantage of all.
3. They are screened and recommended by the school.
4. They will receive some supervision on the job by a teacher coordinator.
5. They will work for a minimum wage.
6. The school will arrange for working papers and social security cards.
7. These pupils will receive school credit for work experience performed during school hours or within regulations set by the school.
8. A portion of their in-school time is spent specifically in learning basic employment skills and attitudes.
9. They have obtained parents' approval.
10. They are good prospects for future full-time employment. Close by suggesting that they please call if there is an opening for one of the students, and sincerely yours, and signed by the instructor.

UNIT I - PUPIL ASSESSMENT AND ORIENTATION TO THE COURSE

(4 weeks approximately)

OBJECTIVE # 1: TO ANALYZE IN WRITING FOR THE BENEFIT OF THE TEACHER, FOR THE STUDENT HIMSELF, AND FOR LATER STUDENT AND COURSE EVALUATION, THE INITIAL INSIGHT THE STUDENT HAS WHEN HE FIRST COMES INTO THE CLASS TOWARD HIMSELF AND TOWARD HIS FUTURE OCCUPATIONAL GOALS.

Suggested Implementation

The first day of class should involve students in thought and activity as related to their goals and the course. Assign a short theme, to be written on paper furnished by the instructor. It should be headed by the title, "My Occupational Goal: Why and How I Plan to Attain It," and should be completed in class during the first meeting. This brief essay will provide insight into each student's thinking about his future, his writing skills, and organizing ability. (At the end of the course the same theme should be reassigned as one means of measuring the student's progress in identifying realistic, tentative occupational goals. Therefore, the teacher will want to keep these beginning essays for later comparison.)

For supplementary activities, it might also be possible to use occupational interest "check lists," such as those sometimes used by the State Department of Employment, when interviewing job applicants or high school students.

OBJECTIVE # 2: TO ACQUAINT THE STUDENTS WITH THE PURPOSE OF THE COURSE, ITS GENERAL CONTENT, THE METHODS TO BE USED IN THE CLASS, AND SPECIFIC REQUIREMENTS FOR THE STUDENTS.

Suggested Implementation

Teacher presentation and class discussion of:

1. Purpose of the course
2. Overview of each of the units to be covered
3. Overview of the methods to be used in the course (e.g., field trips, role playing, films, individual projects and conferences, etc.) The teacher may wish at this time to provide students with general information on regulations and procedures for classroom conduct, field trips, setting up student conferences, interviews, etc. However, some of this might be more meaningful if deferred until he is actually preparing the class to engage in that activity for the first time. See "Effective Practices and Techniques in Conducting an Occupational Course."
4. Student requirements:
   a. Attendance
   b. Keeping an up-to-date notebook
   c. Completing assignments on time
   d. Factors affecting grading and credits
   e. Other requirements selected by the teacher

OBJECTIVE # 3: TO ESTABLISH AN EFFECTIVE WORKING RELATIONSHIP AMONG THE TEACHER AND STUDENTS.

Suggested Implementation

1. The appendix includes a short form personal data sheet sample (F-1), as well as a long form (F-2) which may be used in part or as a whole to enable the teacher to become better acquainted with students.
2. Teachers can consult school records and counselors for background on students.
3. Group discussion of what students wanted to be when they were first graders, as compared with what they now consider their goals, in order to point out the shifting nature of occupational goals.
4. Assign students to report on the most unusual occupation about which they have heard.
5. Have the students watch the TV show "What's My Line" and report on unusual occupations.
6. In small groups, analyze some of the disadvantages, as well as advantages, of some of the so-called "glamour" careers.
7. Send a letter to the parents acquainting them with the nature of the course and asking for their assistance and participation. (See Appendix L-1)
8. Other:

OBJECTIVE # 4: TO ANALYZE THROUGH THE USE OF A PRE-TEST THE STUDENT'S PRIOR KNOWLEDGE ABOUT OUR ECONOMIC SYSTEM AND ITS MANPOWER NEEDS, ESPECIALLY AS IT RELATES TO THE INDIVIDUAL'S ROLE IN IT, AND MOTIVATE THE STUDENT TO WANT TO LEARN MORE BY INVOLVING HIM IN VARIED CLASSROOM ACTIVITIES.

Suggested Implementation

1. A sample pre-test is included in Appendix A. It provides a starting point for motivating the student to grasp the following concepts which should be taught by selecting appropriate activities (suggested activities will be listed below) through which he can understand the ideas by participation, rather than teacher lecture:
    a. The average person's life working span is 40-50 years.
    b. Technical advancements may shorten the life working span in the future, thus making avocational and leisure time activities more important.
    c. More women are working for longer periods of time. Approximately one-third of the work force is composed of women. Over 90% of the married women today have worked in gainful employment at some time or another after marriage. Thus girls need to plan realistic occupational goals as much as boys.
    d. More training will be required for tomorrow's occupations.
    e. Increasing mobility of American workers necessitates adjustments in the labor force.
    f. We are gradually moving toward equal employment opportunities, irrespective of race, religion or sex.
    g. The shift from rural to urban living requires economic readjustments.

2. One or more of the following suggested class or individual activities may be useful:
   a. Have students estimate the work life span of their fathers.
   b. Survey the class to see how many mothers of students have worked in paid employment after marriage and/or are presently working.
   c. Have a student debate or panel on whether women should work after marriage.
   d. Have students report on legislation and progress toward creating equal work opportunities, despite race, religion or sex. Discuss present-day inequities and prejudices.
   e. Have reports on the effects of automation with respect to the decline and expansion of job opportunities in certain occupational categories. (See Appendix K-1)
   f. Have reports on new careers created by the space industry.
   g. Write an essay or discuss the importance of staying in school. Films and speakers are plentiful on this subject. (See Appendix K-2)
   h. Bring to class for discussion (or have extra-credit oral reports) some newspaper articles, magazine articles or government publications dealing with trends in the world of work.
   i. In a brief paragraph, have students contrast the jobs their grandfathers held with jobs offering the greatest opportunities today.
   j. Through discussion, oral or written, have the students verbalize the importance and dignity of all kinds of work by envisioning what our society would be like if suddenly the dog catchers, garbage men, morticians, street sweepers and policemen should disappear.

k. To illustrate the importance of a man's work in our society, have the students keep a running count of all the inquiries they hear during a week regarding the occupation of a person.

OBJECTIVE # 5: TO FAMILIARIZE THE STUDENT WITH OCCUPATIONAL CLASSIFICATIONS AND CLUSTERS TO ENABLE HIM TO GRASP THE DIVERSITY OF JOBS, AS WELL AS TO TEACH HIM TO SEE THE RELATIONSHIP OF GROUPS OF OCCUPATIONS REQUIRING RELATED SKILLS, KNOWLEDGE AND APTITUDES.

Suggested Implementation

1. Introduce the students to the Dictionary of Occupational Titles by pointing out the number of different occupational listings to emphasize the diversity of jobs. Let them browse through the listings.
2. Explain the cluster approach to grouping related jobs. After each cluster has been investigated through discussion or activities, use the "Occupational Cluster Interests Survey" (Appendix J).
3. Discuss other ways that occupations can be classified so that students will be able later to work with occupational information publications more effectively. Information concerning other types of classifications (e.g., Bureau of Census classification, North Carolina grouping by related skills and aptitudes, indoor and outdoor grouping, vertical and horizontal groupings, and the DOT "Data," "People" and "Things" groupings) can be obtained from publications noted in the "Selected References" section at the end of this guide and in Appendix B.

4. Arrange for students to spend some time in each of the twelve occupational cluster environments. Some of these may be experienced in the school setting, but others might necessitate field trips to specialized industries, agencies or businesses. Speakers, films and simulated field trips may be used to explore occupational cluster environments not otherwise available.
5. Have the students classify by cluster the jobs of five adults--parents, relatives or acquaintances.
6. Develop with the students a list of fifty occupations and classify them by cluster.
7. Have each student list five occupations related to each cluster.

OBJECTIVE # 6: TO FAMILIARIZE THE STUDENTS WITH RESOURCES AND THEIR EFFECTIVE USE FOR LATER IN-DEPTH STUDY OF OCCUPATIONS.

Suggested Implementation

1. By brainstorming or buzz group discussions have the students develop a list of people, places and materials at the school, community, state and national levels which they can consult for assistance and information. Upon completion, the total list of resources should be duplicated for each student's notebook.
2. If available, visit the guidance office, resource center and library to acquaint students with services and materials relating to their course. If possible, give a specific assignment to each student which will require him during the course of his visit to find and use at least one of the resources. For example, each student could locate

a career fiction or non-fiction book in the library and fill out a form card to be added to a classroom index compiling information on such books for later reference or general reading by students. It may be necessary to sub-divide or rotate groups of students for this activity.

During such visits, involve other staff members, such as librarians and counselors, so that students become acquainted with them and feel free to ask their assistance in the future.

3. Visit or have speakers from selected community agencies, such as the Oregon Employment Service, Chamber of Commerce, unions, apprenticeship councils, etc., to explore the services offered by each.
4. Have students write a letter to a national professional association or similar organization, inquiring about career opportunities.

OBJECTIVE # 7: ASSIST THE STUDENT TO COMPREHEND THAT IT IS THROUGH SELF-UNDERSTANDING AND SELF-APPRAISAL THAT HE CAN BEST IDENTIFY TENTATIVE SUITABLE OCCUPATIONAL CHOICES AND THAT, WHILE ALL TYPES OF WORK ARE DIGNIFIED AND NEEDED BY SOCIETY, AN INDIVIDUAL WILL BE HAPPIEST AND MOST SUCCESSFUL IN AN OCCUPATION WHICH MATCHES HIS OWN INDIVIDUAL ASSETS.

Suggested Implementation

In order to motivate the student to do his best in appraising himself during the succeeding unit on self-understanding, one or more of the following activities may be helpful:

1. Ask each student to write a brief definition of what the word success means to him. Compare definitions to show that success is relative to each person's own goals, aptitudes, interests and values.

2. Have each student look up a biographical description of someone he regards as very successful to find out what early experiences, jobs, or schooling he had that contributed to his eventual success.
3. For fun, let the students estimate and figure out in years, days, hours and minutes the time the average man spends working in his life time. Have them each identify some job or task he hates to do and envision in his fancy spending the estimated time doing this hateful job. Let him name one kind of work or strenuous activity that he enjoys so much that it would be a pleasure to spend the time doing it.
4. Plan and produce a skit or assembly program illustrating the nature of success and how it can best be achieved.
5. Write a news article, poem or story dealing with success.
6. Interview someone they regard as successful in order to find out the "secret of his success." Compile this list of "secrets" to send to the school newspaper.

UNIT I - CULMINATING OR EVALUATIVE ACTIVITIES

One possibility for terminating this unit would be to give students a choice of developing a notebook of annotated clippings and class notes dealing with trends in the world of work, some of which were discussed in Objective # 4; delivering a 10-minute oral report on one or more of these trends, discussing how it may affect him personally in his future work life; or preparing a written report on this same subject.

Of course, the teacher may also decide to give a test on new terminology and basic concepts which were included in the unit that students will need to know during the rest of the course. Do not, however, over-emphasize test scores as a means of grading students. Basically, this is an activity performance course.

Some activity listed under one of the objectives may serve to terminate this phase of the work. Perhaps a field trip could be saved until this time to end it at a high point of interest and enthusiasm.

UNIT II - SELF UNDERSTANDING AND SELF APPRAISAL

(5 weeks approximately)

Some suggested general tests and their sources for possible use are listed in Appendix M-1. Guidance department personnel may provide additional possibilities.

OBJECTIVE # 1: TO TEACH THE STUDENT TO DIFFERENTIATE, IDENTIFY AND DEFINE APTITUDES, INTERESTS, VALUES, PERSONALITY TRAITS, PHYSICAL ASSETS AND LIMITATIONS, AND ACHIEVEMENTS AND/OR ACCOMPLISHMENTS.

Suggested Implementation

1. Use the self-evaluation forms in the Appendix (G & H-1) as a preliminary introductory activity to later more detailed study of each factor listed above. Each factor represents a phase of self-understanding required for adequate self appraisal.
2. Divide the class into groups and assign each group the responsibility of planning with the teacher's help and presenting to the class through audio-visual aids, guest speakers, panels, tests and inventories of information the students will need in order to appraise themselves in each of the factors listed in the objective. (The teacher or an outside expert may be called on to help administer these.)

   In planning for their presentation each group will need to consult general references, such as dictionaries and encyclopedias, in addition to specific resources recommended by the teacher, such as A-V centers, library, guidance office, employment service counselors, vocational rehabilitation center counselors, mental health clinic personnel, etc.

A written plan for the presentation must be turned in to the teacher by the group chairman and include: content of the presentation, means to be used in presenting the content, and assignments of individual responsibility within the group. The teacher will schedule and coordinate the presentations, review and draw out the main ideas to help evaluate them, and involve students in sending "thank you" letters and follow-up evaluation forms to resource persons.

Since students are often unskilled in group work and leadership, the teacher will want to structure the assignment of each group carefully by preparing separate written instructions pertaining to the specific assignment and by outlining available resources and procedures for arranging the use of such resources. He will need to assist the chairman of each group to organize the work and assign responsibilities to each member. It is essential to forewarn personnel of each recommended resource center far enough in advance so that they may acquire or order needed materials.

3. Reinforce, review and evaluate students' learning by oral or written discussion and quizzes.
4. Other:

OBJECTIVE # 2: TO CREATE AN AWARENESS OF THE RELATIONSHIP SELF UNDERSTANDING HAS WITH JOB SELECTION AND SUCCESS.

Suggested Implementation

1. Prepare a worksheet requiring essay type responses to the following questions:
    a. How do an individual's aptitudes influence job selection and success?
    b. How do a person's interests lead to occupational opportunities?
    c. What effect do values have on satisfactory job selection and success?
    d. Why is self-understanding of personality traits important to wise job selection?
    e. How does awareness of physical assets and limitations contribute to suitable job choices?
    f. In what ways do past achievements contribute to finding the right job and succeeding in it?
2. Before worksheets are completed, have buzz groups discuss each of these questions and report back to the class as a whole.
3. Have students plan bulletin boards, posters or other displays illustrating the concepts arrived at in their buzz sessions.
4. Show a film or have a speaker discuss how these factors influence occupational planning.
5. Other:

OBJECTIVE # 3: TO AID THE STUDENT IN GATHERING AS MUCH INFORMATION ABOUT HIMSELF FOR HIS OWN USE IN SELF-APPRAISAL AS IS AVAILABLE THROUGH SELF-KNOWLEDGE, KNOWLEDGE OTHERS HAVE ABOUT HIM, AND THROUGH TESTS, INVENTORIES AND SCHOOL RECORDS.

Suggested Implementation

1. Re-distribute and review Appendix forms H-1 and G, which were used to introduce the unit. Through class discussion evaluate the forms, especially H-1, to see whether or not it includes all aspects which a student needs to consider in order to adequately appraise himself. List aspects that are omitted. The class may wish to develop a more inclusive form.
2. Arrange for school counselors to have individual conferences with class members to interpret school records, tests and other information available in the cumulative file.
3. Have a counselor (or the teacher) aid students to interpret properly the scores obtained from tests and inventories used in group presentation for Objective # 1.
4. Have each student consult with three other people who know him well in order to discover how others view his aptitudes, interests, personality traits, values, physical assets and limitation, and achievements. Recommend that he consult his parents, a close personal friend of his own age, and another adult, such as a minister, family friend or an employer.

   Develop a check list rating sheet, similar to form H-1, using the same basic categories to help the student in gathering information on how others view him.
5. Each student should assemble all the earlier suggested information and compile it in a notebook.

OBJECTIVE # 4: TO ENABLE EACH STUDENT TO COMPILE A PROFILE OF HIMSELF WHICH WILL ASSESS HIS STRENGTHS AND WEAKNESSES.

Suggested Implementation

Having assembled all available information about himself in his notebook, the student is now ready to write out a profile of himself with respect to the six factors noted in Objective # 1. He should identify his strengths and weaknesses and add the profile to his notebook material.

The teacher will achieve best results if he supplies students with worksheets or written instruction guides for preparing the profile.

OBJECTIVE # 5: TO AID THE STUDENT IN PLANNING EXPERIENCES, BOTH INSIDE AND OUTSIDE OF SCHOOL, WHICH WILL HELP HIM CAPITALIZE ON HIS STRENGTHS AND STRENGTHEN HIS WEAKNESSES, ESPECIALLY AS THESE WILL LATER AFFECT, POSITIVELY OR NEGATIVELY, HIS ABILITY TO REACH HIS OCCUPATIONAL GOAL.

Suggested Implementation

1. Have each student formulate a plan for capitalizing on his strengths and for strengthening his weaknesses with respect to selecting and attaining an occupational goal and with respect to making the most of his educational and other training opportunities prior to entering the work force. Better plans will result if the teacher provides a worksheet or instruction guide in written form, giving directions and suggestions for writing up an outline or essay plan.
2. Concurrent or preliminary class discussion of the following questions can help students find ideas to incorporate in the previously discussed plan:
   a. What courses are you taking or could you take in high school or beyond to develop aptitudes and interests you already possess?

   b. What hobbies or interests do you have that could lead to a career? What are some you would like to pursue if you could?
   c. What extra-curricular programs and organizations are available in the school or community through which you could develop yourself?
   d. What experience have you had in the past through volunteer work, summer jobs, odd jobs and/or home chores, to develop your occupational potentials? What such experiences could you take advantage of in the future?

3. Other:

OBJECTIVE # 6: TO TEACH THE STUDENT HOW SELF UNDERSTANDING CAN HELP HIM ACQUIRE THE SKILLS, KNOWLEDGE, ATTITUDES AND HABITS NEEDED TO GET ALONG BETTER WITH HIMSELF AND WITH OTHERS, AND THUS TO ACHIEVE MORE SUCCESS IN ANY JOB HE CHOOSES TO PURSUE.

Suggested Implementation

Unit IX will deal more specifically with some aspects of this objective. Activities in this unit seek to motivate and prepare the student for this, as well as to provide him insight into any needed behavioral changes which will help him adjust better to his school environment.

1. Use the dictionary and class discussion to define and differentiate between the terms knowledge, skills, attitudes and habits.
2. Discuss: What basic knowledge is needed by any person for success in a job and in our society? How can this be acquired?
3. Discuss: What skills are needed by any person for success in a job and in our society in general? How can these be acquired?

4. What attitudes are needed for jobs and for societal living? How are they acquired? Discuss.
5. What habits are needed for success in a job and success in our society in general? Discuss.
6. Why does a student get along better with himself if he understands his own strengths and weaknesses?
7. Why does a student get along better with others if he understands himself?
8. After completing the above activities in class or small group discussions, follow up with individual oral reports, written assignments, or tests to evaluate and reinforce students' learning. If written assignments are used, the teacher may vary his approach by having a contest to see which student can write the best essay, news article, skit, poem, etc., to express the ideas gleaned in class discussion. See that it is posted or published.
9. Other:

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT II

Evaluating a student's progress in this unit presents special difficulties. While knowledge of terminology and concepts can be measured by teacher-made tests, it is difficult to measure the amount of self-insight acquired, except through observation of performance in carrying out class assignments and activities. The following suggestions may give the teacher ideas on ways to do this:

1. Have students assemble and turn in a special project notebook containing all the material he has gathered about himself, his profile, class notes and other written assignments pertaining to the unit. Some of these may have been previously checked by the teacher and returned to students.
2. Give a test covering terminology and concepts.
3. Have the class plan a parents' night program to be conducted by students. Include a display of students' work on notebooks, posters, bulletin boards, etc.; short talks by students on ideas covered in the unit and their value; and/or a skit illustrating unit content. There are a number of songs which could add fun to such a program. For example, "Accentuate the Positive," "Swinging on a Star" and "It's What'cha Do With What You Got and Not To Do With What'cha Got." No doubt the students will know about other more up-to-date numbers. Numerous plays, readings and poems exist on the subject. Some enterprising student might come up with an original comedy routine.

UNIT III - INTERRELATIONSHIP OF SCHOOL AND OCCUPATIONAL PLANNING

(5 weeks approximately)

Some of the material and activities to be covered in this unit are a continuation in greater depth of ideas introduced in the preceding unit. Objective # 4 is listed as optional. It could be used with equal effect at the end of Unit II or at the beginning of this Unit, rather than at the end. Depending on the needs of the class and the time available, the teacher can use the material at his own discretion.

OBJECTIVE # 1: TO EXPLORE THROUGH GROUP AND INDIVIDUAL ACTIVITIES THE RELATIONSHIP AND VALUE OF A STUDENT'S PRESENT STUDIES TO FUTURE OCCUPATIONAL OPPORTUNITIES.

Suggested Implementation

1. Discuss orally or in writing, either individually or in small groups, the reasons why it is important for students to stay in school. Appendix K-2 provides additional ideas for developing this theme.
2. Present films, pamphlets, or speakers available from the employment office and military services' recruitment centers which encourage staying in school.
3. Have the student survey dropouts to get their views about staying in school. Employers in the community could be surveyed.
4. Divide into small groups and have each group discuss skills, habits, attitudes, and knowledge learned in required courses (e.g., English social studies, math, health, science) which will be helpful in future years for vocational use. Include a discussion on specific

ways such courses could be improved to have additional vocational value to students. The curriculum coordinator or principal might enjoy sitting in on or acting as a consultant for this activity.

5. The activities discussed in # 4 above could form the nucleus for a presentation by students to a PTA, school board, or community organization meeting. Members of the host group could be invited to participate with the students in the small group discussions, followed by a symposium of group chairmen and/or a forum.
6. Assist with a school "Career Day" when people in the community are invited to meet with students and talk about their own jobs, along with training requirements needed to obtain them. Some schools plan this at night and include parents.
7. Other:

OBJECTIVE # 2: TO ENABLE INDIVIDUAL STUDENTS TO VERBALIZE ABOUT THE SKILLS, KNOWLEDGE, ATTITUDES, AND HABITS THAT AT LEAST ONE ELECTIVE COURSE WHICH HE IS STUDYING CAN CONTRIBUTE TO HIS SALABLE SKILLS IN A FUTURE JOB.

Suggested Implementation

The activities suggested here can be conducted on an individual or group basis concurrently with those in Objective # 1, as part of a long-range assignment.

1. Have students prepare a bulletin board, window display, or poster illustrating the numerous occupational opportunities related to one of their favorite elective subjects. They can obtain assistance from the teachers of that subject in collecting material and information for the display. Displays can be placed in the subject classrooms, as well as in the SUTOE classroom.

2. Pupils can collect printed career information materials related to a favorite elective course and compile it in a scrap book for use by any teacher or student in the school.
3. Oral reports about careers related to an elective can be presented in that class, with teacher's permission, as well as in SUTOE.
4. Assign an essay on the topic: "What I Can Get From School That Will Pay Off in the Future." Send the best one to the school paper.
5. Assign students to interview an adult in an occupation of interest to see what kind of educational preparation he recommends for his type of work. Have reports given on this interview. To prepare students to make these interviews, role playing can be used to show effective interview techniques. Reports to the class after the interview can also be role played.
6. Make a field trip to an industry or institution employing many workers in a diversity of occupations to observe and inquire about skills and education workers need for their jobs.
7. Other:

OBJECTIVE # 3: EACH STUDENT SHOULD DEVELOP OR REVIEW, THROUGH INDIVIDUAL OR GROUP CONFERENCES WITH SCHOOL COUNSELORS, HIS EDUCATION PLAN FOR HIGH SCHOOL.

Suggested Implementation

Even though the student has not yet studied specific occupational choices in any depth, it would be desirable for him to develop or review his tentative educational forecast plan for high school at this time--before he is called on to pre-register for courses for the ensuing year.

At the end of the course he will want to re-evaluate his plan and his pre-registration in the light of subsequent occupational studies.

The teacher may arrange to have counselors visit the class and present general information on courses, graduation requirements, and similar necessary information. Individual conferences with students (and their parents, if desired) can be scheduled following this.

OBJECTIVE # 4 (OPTIONAL): TO HELP THE STUDENT ANALYZE THE SKILLS HE HAS DEVELOPED OR NEEDS TO DEVELOP TO BE SUCCESSFUL AT HIS PRIMARY JOB AT PRESENT--BEING A STUDENT.

Every class contains students who are average or below in the skills required for academic success. Naturally, the teacher will not have time in a one-year course to include separate comprehensive units for developing study skills. Hopefully, some of these skills will be augmented as a by-product of the varied activities already included in the course. However, if the teacher feels that his pupils are especially deficient in such skills, it might be worthwhile to cover briefly with some or all of the students basic techniques that students can use for self improvement, as well as referring them to specific resources in school or in the community which provide classes or programs that would enable them to build skills needed for school success.

Many students need help in:

a. Listening efficiently (and note-taking techniques).

b. Writing (including organizing, developing ideas, effective expression, vocabulary expansion, spelling, handwriting).

c. Speaking (including organizing, developing, and expressing ideas for class discussion and reports).

d. Reading (including skimming, reading for main ideas, scanning for specific information, and critical reading).

If the teacher feels his personal background for teaching a skill building unit is inadequate, he may choose to bring in knowledgeable consultants to help him.

Book stores, guidance offices, libraries, and teacher resource centers offer abundant references on available films, filmstrips, books, course outlines, school programs, consultants, and referral agencies. Appendix M-2 provides examples.

Even if the teacher omits this objective from the course, it would be desirable for him to gather information and familiarize himself with resources available for use in counseling individual class members.

CULMINATING AND EVALUATIVE ACTIVITIES FOR UNIT II

Since the value of this unit lies in motivating students to take better advantage of their educational opportunities so they may later make use of their learning in pursuing their life work, the evaluation of its success should include checking to see whether or not it has resulted in improved attitudes toward their class work. A "before and after" rating sheet could be sent to teachers of other classes. The SUTOE teacher can note changes in performance within his own classroom. The students themselves could be asked to rate themselves or write an essay on the subject.

UNIT IV - THE INDIVIDUAL'S ROLE IN THE ECONOMIC SYSTEM

(4 weeks approximately)

By this time students should be well aware of a need to study the economics of production and consumption, especially as it relates to themselves as future workers in the system. Since some of this may be review or a preliminary to other economic courses, we will deal with the many aspects of economics only to the extent that it will be useful and appropriate to the age level of students enrolled in SUTOE. The teacher may need to combine or omit objectives that are inappropriate or too time consuming for his particular class.

The suggested means of implementation for all of the objectives in this unit is through the independent study approach. This permits the class to cover more topics, providing a little knowledge about a lot of things, by sharing the results of independent study with other class members. This may encourage students to engage in further study of the topic at higher school levels.

How does it work? By using worksheets or similar study guides to tie work together. Students, individually or in groups, can plan with the help of the teacher to carry out activities to obtain answers to certain assigned focus questions included on the worksheet. Individual research or independent study activities might include:

1. Assigned or free reading on the topic.
2. Consulting parents, friends, businessmen, agencies or other experts.
3. Writing letters to agencies or persons offering information.

4. Watching television programs.
5. Listening to oral reports on the results of individual research by classmates.
6. Listening to and/or participating in panels, symposiums, forums, or debates by students or visiting experts.
7. Previewing, listening, and/or watching films, filmstrips, records, tapes, etc., presented to the class.
8. Asking questions and/or observing during field trips related to studies.
9. Sharing information through class discussions.

The teacher's primary job will be to direct students to resources and to coordinate student activities so that they can share information gleaned through their independent study and research with other classmates.

The community and school abound with useful resources. Along with consulting the usual guidance office, A-V center, and library for help, be sure to remember the Chamber of Commerce, Better Business Bureau, union headquarters, economics or other social studies instructors in your high school or another nearby institution of learning, Retail Trade Bureau, local bankers, Consumer Credit offices, _ad infinitum_. Most of these sources will be able to direct you to further resources by making available additional speakers or materials put out by their organization.

The greatest problem is not to find resources; it is to select from among so many available those which will be most meaningful to the students. During the teachers' workshop for this course, an attempt will be made to identify some good resources. Over a number of years, instructors will weed out and develop a file of their own.

Remember that this unit is not intended to make economic experts out of students. It only aims at letting them explore a number of facets of the economy as they are related to individual workers in the society. THE OVERALL OBJECTIVE IS TO TEACH STUDENTS ENOUGH ABOUT THE SUBJECT SO THAT THEY CAN USE THE TERMINOLOGY IN VERBALIZING ABOUT INDUCTIVELY-ARRIVED-AT CONCEPTS THEY WILL NEED TO KNOW IN ORDER TO MAKE WISE OCCUPATIONAL DECISIONS AND EDUCATIONAL PLANS FOR THEMSELVES.

Obviously, reinforcement, review and evaluation must be planned according to the nature of the activities. The teacher should be careful to tie the learning from individual research activities into the overall objective. The worksheet or study guide, which would include the focus questions suggested under each specific objective, will help do this.

OBJECTIVE # 1: TO ACQUAINT STUDENTS WITH THE BASIC TERMINOLOGY AND CONCEPTS, RELATED TO PRODUCTION, DISTRIBUTION AND CONSUMPTION, WHICH ARE ESSENTIAL TO UNDERSTANDING OUR ECONOMIC SYSTEM, TO THE EXTENT THAT STUDENTS CAN DEFINE THE TERMS, VERBALIZE THE CONCEPTS AND IDENTIFY THEM WITH SPECIFIC FACETS OF THE LOCAL ECONOMY.

Suggested Implementation

Include the following focus questions on a worksheet or study guide which covers the total unit. Assign certain questions to individuals who are responsible for finding answers themselves and also for sharing their answers in some kind of interesting presentation with their classmates.

1. What is economics? (Broadly speaking, it is the study of how we organize our resources to satisfy our needs.)
2. How do the basic needs of man differ from the wants of man?
3. How is the system organized to meet these needs? (Production, distribution, consumption)
4. What is production?
5. What economic activities and jobs are involved in it?
6. What is distribution?

7. What economic activities and jobs are involved in it?
8. What is consumption?
9. What economic activities and jobs are involved in it?
10. How are production, consumption and distribution dependent on each other?
11. Why is the consumer called the "king" of our system?
12. How do changes in consumer tastes or needs affect changes in production?
13. How do changes in production influence demand for certain kinds of workers?
14. How does a scarcity of workers in an occupation affect wages?
15. How does a scarcity of workers affect production costs?
16. How does a scarcity of workers ultimately affect prices?
17. How does an abundance of a product affect prices?
18. How is the individual worker affected by national manpower needs?
19. How does the steadily growing population in the U. S. affect production, consumption and distribution?

The teacher must help plan class activities (such as discussions, speakers, films, etc.), direct students to reading resources, offer suggestions for people students can consult, plan field trips or visits to the library, etc.

A clever teacher could even make up a game by dividing her class into groups of producers, distributors and consumers and carry out some simple manufacturing activity that would illustrate how the economic cycle works.

OBJECTIVE # 2: TO ENABLE STUDENTS TO RECOGNIZE THE NEED FOR A HEALTHY ECONOMY, AS IT RELATES TO THEM, AND TO UNDERSTAND, DEFINE AND IDENTIFY FACTORS INVOLVED IN MAINTAINING ECONOMIC BALANCE.

Suggested Implementation

Focus questions for this objective to be included on the unit worksheet or study guide for independent study are:

1. Why must production and consumption be balanced to maintain a healthy economy?
2. Name a country in the world whose economy is badly out of balance. What effects does this have on the way of life there?
3. How would it affect our way of life now if our economic system became badly unbalanced?
4. What implications would imbalance have for our future job opportunities?
5. What are the main production activities in our local area?
6. What kinds of workers are employed? How many are employed?
7. Are there more opportunities in manufacturing or service industries?
8. What new business or industries are being developed that will bring changes to our area?
9. Are businesses and industries moving out of our area? Why?
10. What are some agencies in our community that help in maintaining economic balance?
11. Is there an abundant supply of trained workers for industries in our area?
12. How do wages paid to workers help to keep the economy healthy?

OBJECTIVE # 3: TO EXPLORE ASPECTS OF BUSINESS OPERATION TO THE POINT THAT STUDENTS CAN USE TERMINOLOGY AND RELATE THE CONCEPT DERIVED FROM CLASS ACTIVITIES TO THEMSELVES AND THEIR FUTURES.

Suggested Implementation

Select an industry for a study of its financial activities in order to learn the importance and relationship of one activity to others. This necessitates studying an industry that is small enough for students to understand, and yet representative of economic activity. Make a field trip to visit the industry or invite someone from the industry to the class to help students find answers to the following focus questions:

1. What are the major items of income and expense?
2. Does the firm have a budget to guide its spending?
3. Where did the funds come from to start the industry?
4. How has it expanded, and how was expansion financed?
5. Who owns the industry? Are stocks involved?
6. Who determines for what purposes industry income will be spent?
7. Do workers in this industry receive more or less pay than employees in other local businesses and industries?
    a. How do labor unions influence these wages?
    b. In what way are working conditions affected by the union?
    c. Discuss pros and cons of unions, and the necessity of being aware of union activities and requirements.
8. How do wages paid to employees influence the community?
    a. Other institutions in the community?
    b. You as an individual in the community?

OBJECTIVE # 4: TO CLARIFY THE RELATIONSHIP BETWEEN THE GOVERNMENT AND THE ECONOMIC STRUCTURE IN GENERAL.

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Suggested Implementation

Include the following questions on your study guide and plan appropriate activities in class to help answer them:

1. Define *government*.
2. Who decides what services will be provided by the local, state and national governments?
3. How are these services financed?
4. What are the major kinds of taxes that are used as revenue to support government services?
5. What effect do these taxes (state, local and national) have on the net operating cash of individuals?
6. What effect do these taxes have on the net operating cash of businesses?
7. Approximately what percentage of our own family's total income is paid in taxes?
8. What kind of services do tax dollars buy for citizens?
9. Do you feel the people of the U. S. want more or fewer government services now and in the future?
10. What implications do the expansion of government services hold with respect to future job opportunities?
11. What percentage of our citizenry now works either directly or indirectly for the government, either federal, state or local? Is "government" really the nation's biggest employer?
12. What check and balance system is used to insure careful spending of tax money? What is the citizen's responsibility in this?

13. What is meant by "private enterprise"?
14. Does our government control private enterprise? If so, how? What protection does the private firm or industry have to prevent too much government control?
15. How does government spending affect the private economy?
16. What measures can the government take to maintain balance and competition in our economy?

Obviously, some of the questions here are controversial and lend themselves to formal debate or panel presentations. Although these do much to arouse class interest, the teacher should be careful to maintain an unbiased attitude and point out, if the students do not, the pros and cons on both sides of disputed questions.

OBJECTIVE # 5: TO INVESTIGATE THE INDIVIDUAL'S ROLE AS A CONSUMER, INCLUDING BUDGETING AND BUYING WISELY.

Suggested Implementation

Continue the independent study approach to find answers through class activities, presentations and individual research to the following focus questions:

1. What items of expense would you include in planning a personal budget? Prepare a sample budget for two that is appropriate for the beginning salary in the field of work tentatively selected.
2. What items of expense must be included in a typical family budget for five people? Approximately how much will be spent on each item in a year? Consider this budget in relation to the median salary in the field tentatively selected for a career. Compare and contrast these.

3. What are some of the factors to be considered in deciding on which product to buy?
4. Where can consumers find information or help in deciding on which product to buy?
5. What effect does advertising have on consumer tastes and buying?
6. What are some techniques used to entice consumers into spending their money?
7. What programs are being developed to protect consumers by the government and businessmen? How effective are they? How could they be made more effective?
8. Compare and contrast financing charges of installment buying, revolving charge accounts, bank borrowing, credit union borrowing, loan company borrowing, long and short term borrowing, etc. What positive and negative impact can credit financing have on an individual's life?

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT IV

Since the original overall objective of this unit was to explore economics only to the point that students could use terminology to verbalize concepts they will need to know to make wise educational and vocational decisions, the culminating and/or evaluative activities can be as simple as:

1. Turning in the worksheets over the entire unit that have been completed through class activities and the sharing of individually assigned research.
2. Reviewing responses on worksheets to draw out main ideas.
3. Giving an essay test composed of selected questions from the worksheet.
4. Writing an essay or giving a short talk to show the relationship of what they have learned about economics with vocational planning.

5. Preparing a skeleton budget for two (or for a family of five) that bears directly on a given monthly or yearly income for the local area. (Figures supplied by the instructor.)

Of course, programs, skits for a parents' night or community organization, news articles, and endless other devices could also be used to demonstrate student learning.

UNIT V - PREPARING STUDENTS FOR IN-DEPTH CAREER STUDY - INTRODUCTION TO UNITS VI, VII, & VIII

(2 weeks approximately)

The teacher must arrange in advance for adequate resources for career study by:

1. Begging, borrowing, or buying enough sets of the Dictionary of Occupational Titles (DOT) for class reference. Be sure they are the 1965, third edition, two-volume sets. Desirably there should be one or more for the classroom, one set for the school library, one for the public library, and one for the guidance office. Most schools already have one or more sets, but often they are largely unused.
2. Preparing and/or obtaining (from the State Employment Service) audio-visual aids to help explain the contents and use of the DOT.
3. Ascertaining that there is an adequate supply of other occupational information available for students' research. Develop a file to use in directing students to resources. Include school, local and national sources of material and where or how they can be obtained; audio-visual aids; and names of people in specific occupations to write, interview, or observe for information.

   The teacher can get help compiling this information from the guidance office, teachers of vocational education or other classes, school resource and A-V centers, State Department of Education consultants, Chambers of Commerce, community service clubs, etc. Some districts already have a community resource listing available for teachers' use. The summer SUTOE workshop will help acquaint and familiarize teachers with possible sources of information.

OBJECTIVE # 1: TO TEACH STUDENTS TO INTERPRET THE DOT NUMERICAL CODING SYSTEM AND TO USE THE DOT SYSTEM IN FINDING AND FILING OCCUPATIONAL INFORMATION SO THAT THEY CAN LATER USE THIS TRAINING FOR RESEARCH ACTIVITIES RELATED TO IN-DEPTH CAREER STUDIES IN UNITS VI, VII, AND VIII.

Suggested Implementation

1. Outline long-range plans for work to be covered in Units VI (Data), VII (People), and VIII (Things).
2. Define the terms data, people, and things as they are used in the DOT and briefly explain their significance in career study.
3. Have students list jobs they know about which primarily involve skill in each of the three categories.
4. Explain the necessity for classifying jobs and their functions. Point out that there are approximately 22,000 different occupations listed in the DOT. Read a few listings and definitions from Volume I to give them a better idea of the diversity of jobs, the impossibility of studying each individually, and the necessity of grouping related occupations into areas of work. Explain what is meant by the term Area of work. Read the twenty-two areas of work listed in the DOT, Volume II, pages 217-223, to show how each of the twenty-two areas of work are subdivided into specific fields of work (114 fields in all). Discuss the term occupational cluster and explain how the twelve cluster areas are being used by the Oregon State Department of Education to develop vocational curriculums. Point out that in concept

the areas of work and occupational clusters are very similar, and that they need to be familiar with the terms in planning their high school programs.

5. Using audio-visual aids, speakers from the State Employment Service and/or teacher presentations, explain the contents of the DOT and how it can be used to aid in occupational exploration.
6. Give students a worksheet guide for an independent study assignment. Unless there are enough DOTs available for small group work in class, the assignment will have to be done on a long-range basis outside of class. Include these problems on the worksheet:
    a. Look on page 214 of Volume II of the DOT. Pick one "area of work" listed there that interests you. What is it?
    b. Between pages 217 and 223 of Volume II, you will find listed alphabetically the "area of work" you have selected. It will be subdivided into a number of more specific fields of work. List these subdivisions and the occupational code number of each.
    c. Which of these specific "fields of work" interests you most?
    d. Between pages 225 and 406 of Volume II, each of these specific "fields of work" are discussed in more detail. What kind of information is included on the specific field of work you have chosen to investigate?
    e. Notice that the information you looked up in "d" above includes a list of specific occupational titles related to that field of work. Select one of these titles for further investigation. Name this occupational title and give its code number.
    f. Now turn to Volume I of the DOT. Look up the occupational title you selected in "e" above. Copy the entire definition.

g. Does the above definition tell which industries might employ workers of this type? If not, try to figure it out for yourself by referring to the "Industrial Index" on pages 637-639, Volume II of the DOT. List one of more industries employing this type of worker.

h. Now turn to pages 531-635, Volume II. Look up the industry you named in "g" above. Is the occupational title which you selected listed? Read the list of other occupational titles listed under this industry to discover what other types of workers you would be working with if you pursued this occupation. Name five.

i. Turn to page 1, Volume II, which gives the key to the numerical coding system used to classify occupational titles. Using the occupational code number for the job selected in "d", interpret the meaning of each digit in the code.

j. The last three digits refer to the level of involvement required by that occupation in relation to data (4th digit), people (5th digit), and things (6th digit).

(1) Does the occupation you selected and explained in "i" primarily involve working with data? (If so, normally the 4th digit of the code number should be at least as small, if not smaller, than those in the 5th and 6th digits,)

(2) Does it primarily involve working with people? (If so, normally the 5th digit code number should be at least as small, if not smaller, than those in the 4th and 6th digits.)

(3) Does it primarily involve working with things? (If so, normally the 6th digit code number should be as small, if not smaller, than those in the 4th and 5th digits.)

k. Occupational information files in the ____________________ contain more information on this occupation. Material is filed by DOT code number. Find out what material is available there and list the title and publisher of available materials.

l. Where else could you go for information on this career?

7. Students can be given some career information leaflets to code and file in the occupational information files.

8. They can share, through individual reports, information on careers they discovered during their worksheet investigations. They should take notes on the reports of others.

9. They could prepare a bulletin board or poster showing how many different occupations that one type of industry employs.

10. Have the superintendent or personnel director of your school district visit the class and discuss the number and kinds of workers employed by the district. Or tour the school district or another industry to discover the different kinds of workers employed. Or show a film dealing with an industry and its workers.

11. Other:

(See Appendices B and C for additional help in this and succeeding units.)

OBJECTIVE # 2: TO ORGANIZE STUDENTS FOR IN-DEPTH STUDY OF SELECTED OCCUPATIONS BY IDENTIFYING INDIVIDUAL PREFERENCES FOR RESEARCH IN RELATION TO DATA FOR UNIT VI, PEOPLE FOR UNIT VII, AND THINGS FOR UNIT VIII.

Suggested Implementation

1. Prepare a chart with the twenty-two DOT areas of work listed at spaced intervals down the left-hand side of the paper. Divide the paper vertically into three columns, labeled "Data," "People," and "Things" at the top of the chart. With the help of students, place some appropriate job titles in the resulting boxes.
2. Have each student identify the area of work he wishes to investigate for Units VI, VII and VIII. He might choose the same area for all three units if his interests are very limited, but this should be discussed in conference with the teacher and he should be encouraged to explore in more than one area.
3. Review how he can discover occupations related to that area of work by using the DOT. Each student must have identified the specific occupation he is going to research for each unit by the time the class starts work on that particular unit. Individual conferences may be necessary to help him with this selection and to ascertain that the job he selects actually does primarily involve working with data for Unit VI, with people for Unit VII, and with things for Unit VIII.
4. Other:

OBJECTIVE # 3: TO TRAIN STUDENTS IN APPROPRIATE RESEARCH ACTIVITIES FOR GATHERING AND EVALUATING OCCUPATIONAL INFORMATION.

Appendices D and E provide useful information and guides for the research activities to be conducted in Units VI, VII and VIII. The teacher may want to familiarize the students with these at this time.

Suggested Implementation

1. Review sources of occupational information. Include:
    a. Sources of printed material in the school, community, state, and nation.
    b. People to interview who work in the job or know about the job.
    c. Opportunities for students to do personal research through work experience or observation.
2. Review interview techniques. Provide an interview guide or tip sheet for each student to use in contacting people. Role play some sample interviews.
3. Using your resource file, direct students individually to resources they will need to consult. Possibly have each student write at least one letter to a national or state source requesting information.
4. Discuss with students some criteria for evaluating printed career information. Include the following questions:
    a. Is there adequate material available for all occupations?
    b. Is the content of the material biased?
    c. Does it give accurate information on advantages and disadvantages of the work, pay, training required, method of entry, future outlook for work opportunities and physical requirements?
    d. Is it up to date?

   e. It is published by a qualified, reputable person or company?

   f. Refer to the Vocational Guidance Quarterly, "Guidance Information Review Service," of the National Vocational Guidance Association for additional ideas.

5. Have students evaluate some sample career leaflets.

6. Give an assignment to find a book by using the card catalogue; a magazine article by using the Reader's Guide. The librarian and/or guidance office director could help acquaint students with resources they have available and how to find and use them. This might require visiting the locations where materials are kept.

7. Discuss and list ways that information could be gathered on an occupation through personal work experience in the job itself (or a related one) or through observing others at work in that occupation. Include not only paid work experience, but also volunteer work experience through school and community organizations.

8. If possible, arrange for students to obtain work experience through part-time work, short-term jobs, summer employment, home chores, or volunteer work. Or arrange for work observation experience on a class or individual basis. (See the section on "Effective Practices and Techniques ---" for further ideas.) This project may be conducted over the remainder of the school year.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT V

The real test of the success of this unit will come when students begin their individual research projects for the next three units, since its main object is to lay the necessary ground work to prepare them for this activity.

Of course, frequent pop quizzes and reviews along the way will reinforce and check up on their learning.

Hopefully, this unit will make students eager to get into individual research. Therefore, other complicated activities may be impediments to this and result in getting them side-tracked. The teacher should use his own judgment about diversions. Possibilities include:

1. Have competition by groups in looking up occupational titles in the DOT, or in putting code numbers on printed occupational information and filing it.
2. Read common occupational definitions and have them guess the job title.
3. Develop a game similar to "What's My Line" by bringing people in from the community or having a student role play an occupation.
4. Other games:

Some of these might be worked into other units for added variety and fun on doldrum days.

Under Objective # 3, Suggested Implementation # 8 of this unit, a work experience or observation program was suggested. Although setting up such a project would take a considerable amount of teacher time, it could be carried out at any time during the remainder of the course and be of great value. "There is no greater teacher than personal experience."

UNIT VI - EXPLORING JOBS PRIMARILY INVOLVING WORK WITH DATA

(3 weeks approximately)

The Dictionary of Occupational Titles will be a constant source of help in this unit. Other valuable references are the Department of Labor's Occupational Outlook Handbook and subscriptions to commercial publications services, such as Chronicle Guidance Career Information Kit, Science Research Associates career materials, etc. The important thing is that the teacher should arrange to have adequate resource material available for student use.

OBJECTIVE # 1: TO GAIN A GENERAL UNDERSTANDING OF THE RELATIONSHIP OF DATA WORK WITH OUR ECONOMIC SYSTEM.

Suggested Implementation

1. Each student should select one or more occupations whose primary focus is data and make an analysis, presenting the information in written form, and possibly an oral report to the class. All students should be expected to take notes and to learn about each occupation reported on in class. Care must be taken so that there will be a minimum of duplication. Appendices D and E provide a guide for conducting the investigation. Be sure that clear directions are given for reporting the information.
2. Using a variety of methods (see "Effective Practices and Techniques---") investigate the following questions through class activities, explore their implications, and whenever possible, aid students to apply conclusions to their individual research projects:
    a. What is meant by data?
    b. Do not all jobs involve some use of data?
    c. How do DOT numbers indicate that jobs primarily involve working with data?

d. What are some jobs primarily involving data?

e. How important are these jobs? (Or--what would our life be like without these kinds of workers?)

OBJECTIVE # 2: TO IDENTIFY AND EXPLORE SPECIFIC REQUIREMENTS AND SKILLS NEEDED FOR WORKING WITH DATA AS A PRIMARY FUNCTION.

Suggested Implementation

1. Continue using focus questions for planning varied class activities and discussions to supplement the students' individual research on their data projects. Allow some class time for research activities.

   Focus questions:

   a. Define: synthesizing, coordinating, analyzing, compiling, computing, copying, comparing. Appendix B may be of help in this.

   b. What kinds of jobs involve comparing data?

   c. What kinds of jobs involve copying data?

   d. What kinds of jobs involve computing data?

   e. What kinds of jobs involve compiling data?

   f. What kinds of jobs involve analyzing data?

   g. What kinds of jobs involve coordinating data?

   h. What kinds of jobs involve synthesizing data?

   i. What type of training does data work require in general?

   j. What school subjects, which you are taking now or could take in high school, provide training for data work?

   k. What subjects could be taught in high school that are not now offered?

   l. Where is training offered beyond high school for this kind of work?
   m. What opportunities for work experience or observation could you as an individual take advantage of?
   n. Other:

2. Have oral reports on data work investigations.
3. Extra credit book reports could be given to the class on career fiction or non-fiction books read as a part of individual research.
4. Have a speaker whose job involves data work come to class and discuss the skill and training needed for his job.
5. Where feasible, involve students in exploratory activities designed to give them experiences in working with data. Examples:
   a. Comparing - readily observable characteristics
   b. Copying - entering or posting data
   c. Computing - operations in arithmetic
   d. Compiling - gathering or classifying information
   e. Analyzing - evaluating alternative actions
   f. Coordinating - executing determinations and/or actions
   g. Synthesizing - integrating, developing concepts
6. Relate these activities to representative occupations at appropriate levels, from those reported on in class, and from those in demand statewide or nationally. Have students work in small committees on this aspect.
7. Discuss the post-high school offerings in this category. Study the literature, and where feasible, visit the institutions to see first-hand the type of programs. Classify these according to local and non-local opportunities.

OBJECTIVE # 3: TO INVESTIGATE CHANGES TAKING PLACE IN THIS FIELD OF WORK AND COMPARE THE OPPORTUNITIES IN DATA WORK WITH THOSE IN OTHER FACETS OF EMPLOYMENT.

Suggested Implementation

1. Among the class activities planned around the focus questions in this objective, it would be desirable to make a field trip (or plan a simulated one through films, speakers, etc.) to see mathematicians, actuaries, engineers, architects, etc., at work, or to see a computer with its programmers and operators at work.
2. Have students bring in and report on news clippings or articles dealing with demands for certain kinds of data workers.

Focus questions:

a. Refer back to the chart developed in Unit V, to see what sample occupations you listed in each of the twenty-two areas of work which involved data. Judging by the occupations listed, would you say there is a growing or declining demand for data workers? Why?

b. What technological advancements have contributed to the need for data workers, in spite of the fact that such machines have made working with data easier and faster?

c. What are some data occupations that are in great demand?

d. What do you think the future portends for those who work with data? What evidence have you found in your research that supports this opinion?

OBJECTIVE # 4: TO EVALUATE PERSONAL INTERESTS IN THIS CATEGORY IN RELATION TO OTHER KNOWLEDGE OF SELF.

Suggested Implementation

Have students refer to their notebooks on "Self-Understanding" from Unit II, especially to their personal profile.

Assign each student to re-appraise his interests, aptitudes, and potentials in the data category, especially relative to the reports presented to the class, and to his own individual occupational research, to see if his interest has increased or decreased as a result of what was learned through study and exploration. Have students discuss, in writing and/or orally, their reasons for having changed interests. Give careful attention to such factors as: (a) importance of the occupation to society; (b) type of occupation involved; (c) education and training required; (d) method of entry and opportunities for advancement; (e) earnings; (f) working conditions, such as hours, overtime, environment, and steady or seasonal work; (g) personal goals and values.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT VI

Making their written and oral reports on the results of their individual research in one or more careers primarily involving data work will be the main culminating and evaluative tool in this unit. Tests, of course, can be given too.

UNIT VII - EXPLORING JOBS PRIMARILY INVOLVING WORK WITH PEOPLE

(3 weeks approximately)

OBJECTIVE # 1: TO GAIN A GENERAL KNOWLEDGE OF THE RELATIONSHIP OF CAREERS INVOLVING WORKING WITH PEOPLE TO THE ECONOMIC SYSTEM.

Suggested Implementation

1. As in the previous unit, students should select one or more occupations whose primary focus is working with people, make an analysis, and report the information in writing and perhaps by an oral report. Note taking on others' reports should be continued.
2. Continue using a variety of methods to investigate the following focus questions through class activities, to explore their implications, and whenever possible, to aid students to apply conclusions to their individual research projects:
    a. What is meant by "working with people"?
    b. Do not all jobs involve some work with people?
    c. How do DOT numbers indicate that jobs primarily involve working with people?
    d. What are some jobs of this nature?
    e. How important are these jobs? (Or--what would our life be like without these kinds of workers?)

OBJECTIVE # 2: TO IDENTIFY AND EXPLORE SPECIFIC REQUIREMENTS AND SKILLS NEEDED FOR WORKING WITH PEOPLE AS A PRIMARY FUNCTION.

Suggested Implementation

1. The following focus questions will help in planning varied class activities and discussions to supplement the students' individual research activities:
    a. Define: serving, speaking-signaling, persuading, diverting, supervising, instructing, negotiating, mentoring.
    b. What kinds of working-with-people jobs involve serving?
    c. What kinds of working-with-people jobs involve speaking-signaling?
    d. What kinds of working-with-people jobs involve persuading?
    e. What kinds of working-with-people jobs involve diverting?
    f. What kinds of working-with-people jobs involve supervising?
    g. What kinds of working-with-people jobs involve instructing?
    h. What kinds of working-with-people jobs involve negotiating?
    i. What kinds of working-with-people jobs involve mentoring?
    j. What kind of general training do jobs involving working with people require?
    k. What school subjects, which you are now taking or could take in high school, provide such training?
    l. What subjects could be taught in high school to provide such training that are not now offered?
    m. Where is training offered beyond high school for this kind of work?
    n. What opportunities for work experience or observation could you as an individual take advantage of?
    o. Other:

2. Have oral reports on working-with-people career investigations.
3. Extra credit book reports could be given to the class on career fiction or non-fiction books students have read as a part of their research.
4. Have a speaker whose job involves working with people come to class and discuss the skills and training for his job.
5. Where feasible, involve students in exploratory activities designed to give them experiences in working with people. Examples:
    a. Serving - attending to individual needs involving immediate response.
    b. Speaking-signaling - conveying or exchanging information.
    c. Persuading - influencing others regarding a product, service or viewpoint.
    d. Diverting - amusing others.
    e. Supervising - analyzing and assigning duties, maintaining harmony.
    f. Instructing - teaching and training others via explanation and demonstration.
    g. Negotiating - exchanging ideas leading to joint decisions, conclusions or solutions.
    h. Mentoring - dealing with individual's total personality in order to advise, counsel, or guide regarding problems via professional principles.
6. Relate the above listed activities to representative occupations at appropriate levels, from those reported on in class, and from those in demand state-wide or nationally.
7. Discuss the post-high school offerings in this category. Study the literature, and where feasible, visit the institutions offering such training programs.

OBJECTIVE # 3: TO INVESTIGATE CHANGES TAKING PLACE IN THIS FIELD OF WORK AND COMPARE THE OPPORTUNITIES IN JOBS WORKING WITH PEOPLE TO THOSE IN OTHER FACETS OF EMPLOYMENT.

Suggested Implementation

1. Have students bring in and report on news clippings or articles dealing with demands for certain kinds of workers in occupations involving working with people.
2. Invite persons in this type of work to class to speak, or go to see them on their jobs.
3. Plan other class activities around these focus questions:
    a. Refer back to the chart developed in Unit V to see what sample occupations you listed in each of the twenty-two areas of work which involved working with people. Judging by the occupations listed, would you say there is a growing or declining demand for these workers? Why?
    b. Why have the development of the sciences of human behavior, such as psychology, created new opportunities for this type of work?
    c. What are some other occupations involving working with people that are in great demand?
    d. What do you think the future portends for workers with people? What evidence have you found in your research that supports this opinion?
    e. How does our growing population affect the need for this kind of worker?
    f. What other social and economic changes are causing a demand for people-workers?

OBJECTIVE # 4: TO EVALUATE PERSONAL INTERESTS IN THIS CATEGORY IN RELATION TO OTHER KNOWLEDGE OF SELF.

Suggested Implementation

After referring again to their personal profiles developed in Unit II, have each student re-appraise his interests, aptitudes, and potentials in the "people" category, especially in relation to information gained from the reports made in class, and to his own individual occupational research. Has interest increased/decreased as a result of the study and exploration? Assign discussion, oral and/or written, of reasons for changing interest patterns. Consider carefully such factors as: (a) importance of the occupation to society; (c) type of occupation involved; (c) education and training required; (d) method of entry and advancement opportunities; (e) earnings; (f) working conditions, such as hours, overtime, environment, and seasonal or steady work; and (g) personal goals and values.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT VII

Making their written and oral reports, on the results of their individual research in one or more careers primarily involving work with people, will be the main culminating and evaluative tool in this unit. Tests, of course, can be given too.

UNIT VIII - EXPLORING JOBS PRIMARILY INVOLVING WORK WITH THINGS

(3 weeks approximately)

OBJECTIVE # 1: TO GAIN A GENERAL KNOWLEDGE OF THE RELATIONSHIP OF CAREERS INVOLVING WORKING WITH THINGS TO THE ECONOMIC SYSTEM.

Suggested Implementation

1. Again, students should select one or more occupations whose primary focus is working with things, make an analysis, and report the information in writing, and perhaps one oral report. Note-taking on the reports of others should be continued.
2. Use a variety of methods to investigate the following focus questions through class activities, to explore their implications, and whenever possible, to aid students to apply conclusions to their individual research projects:
    a. What is meant by "working with things"?
    b. Do not all jobs involve some work with things?
    c. How do DOT numbers indicate that jobs primarily involve this kind of work?
    d. What are some jobs of this nature?
    e. How important are these jobs? (Or--What would our life be like without these kinds of workers?)

OBJECTIVE # 2: TO IDENTIFY AND EXPLORE SPECIFIC REQUIREMENTS AND SKILLS NEEDED FOR WORKING WITH THINGS AS A PRIMARY FUNCTION.

Suggested Implementation

1. The following focus questions will help in planning varied class activities and discussions to supplement the students' individual research activities:
    a. Define the following terms which apply to working with things: handling, feeding-offbearing, tending, manipulating, driving-operating, operating-controlling, precision working, setting up.
    b. What kinds of jobs in working with things involve handling?
    c. What kinds of jobs in working with things involve feeding-offbearing?
    d. What kinds of jobs in working with things involve tending?
    e. What kinds of jobs in working with things involve manipulating?
    f. What kinds of jobs in working with things involve driving-operating?
    g. What kinds of jobs in working with things involve operating-controlling?
    h. What kinds of jobs in working with things involve precision working?
    i. What kinds of jobs in working with things involve setting up?
    j. In general, what kinds of training is needed for jobs involving work with things?
    k. What school subjects, which you are now taking or could take in high school, provide such training?
    l. What subjects that are not now offered could be taught in high school to provide such training?

  m. Where is training offered beyond high school for this kind of work?
  n. What opportunities for work experience or observation could you as an individual take advantage of?
  o. Other:

2. Have oral reports on "working with things" career investigations.
3. Extra credit book reports could be given to the class on career fiction or non-fiction books that have been read as a part of the research.
4. Have a speaker whose job involves working with things come to class and discuss the skills and training needed for his job.
5. Where feasible, involve students in exploratory activities designed to give them experience in working with things. Examples:
  a. Handling - objects or materials by use of body members, hand tools, and/or special devices.
  b. Feeding-offbearing - materials in, or from, machines or equipment that is automatic or tended by others.
  c. Tending - the functioning of machines and equipment, involving minimum judgment.
  d. Manipulating - objects or materials, by use of body members, tools, or special devices involving some degree of judgment.
  e. Driving-operating - machines or equipment, excluding manually powered machines and tools.
  f. Operating-controlling - the progress of machines or equipment designed to fabricate and/or process objects or materials, and requiring frequent adjustment.
  g. Precision working - responsibility for selection of appropriate tools, objects, or materials, and requiring considerable judgment.

   h. Setting up - machines or equipment, restoring to proper functioning for others to operate or to personally operate.

6. Relate these learning activities to representative occupations at appropriate levels, from those reported on in class, and from those in demand state-wide or nationally. Assign students to work in small committees on this aspect, after reports are in and notes taken.

7. Examine and discuss the post-high school offerings in this category. Study the literature, and where feasible, visit the institutions to see first-hand the type of programs. Classify these according to local and non-local opportunities.

OBJECTIVE # 3: TO INVESTIGATE CHANGES TAKING PLACE IN THIS FIELD OF WORK AND COMPARE THE OPPORTUNITIES IN JOBS WORKING WITH THINGS TO THOSE IN OTHER FACETS OF EMPLOYMENT.

Suggested Implementation

1. Have students bring in and report on news clippings or articles dealing with demands for certain kinds of workers in occupations involving working with things.
2. Bring in people in this type of work to class to speak, or go to see them on their jobs.
3. Plan other class activities around these focus questions:
   a. Refer back to the chart developed in Unit V to see what sample occupations were listed in each of the twenty-two areas of work which involved working with things. Judging by the occupations listed, would you say there is a growing or declining demand for these workers? Why?

   b. What technological advances are affecting the demand or lack of demand for people who work with things?
   c. What are some occupations in this category that are growing?
   d. What are some occupations in this category that are declining?

4. If time allows, the effect of automation on our economy can be studied here. Appendix K-1 contains ideas for developing the topic.

OBJECTIVE # 4: TO EVALUATE PERSONAL INTERESTS IN THIS CATEGORY IN RELATION TO OTHER KNOWLEDGE OF SELF.

Suggested Implementation

After referring again to their personal profiles developed in Unit II, have each student re-appraise his interests, aptitudes, and potentials in the "things" category, especially relative to the reports presented in class, and to his own individual occupational research. Has interest increased or decreased as a result of what was learned through study and exploration? Students should discuss, in writing and/or orally, their reasons for having any changed interests. Careful attention should be given to such factors as: (a) importance of the occupation to society; (b) type of occupation involved; (c) education and training required; (d) method of entry and opportunities for advancement; (e) earnings; (f) working conditions, such as hours, overtime, environment and steady or seasonal work; (g) personal goals and values.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT VIII

Making their written and oral reports on the results of their individual research in one or more careers primarily involving work with things will be the main culminating and evaluative device. Students can turn in their notes on all of the careers they have researched, as well as the notes taken on oral reports of careers given by other students. Tests, while limited to terms and discussions, etc., may be of value too.

UNIT IX - EVALUATING YOUR EXPERIENCES AND PLANNING AHEAD

Some of the topics included in the objectives of this unit may seem to overlap with studies in previous units. This was intentionally done in order to reinforce previous ideas. Even more important, the ideas were introduced earlier to prepare and motivate students for further development in this unit (e.g., proper work habits and attitudes needed to hold a job).

Teachers should avoid being "preachy" in this unit. Students quickly react to indoctrination efforts. Recognizing this fact will help the teacher in planning a unit which emphasizes letting students discover ideas for themselves through discussions with classmates in order to exchange personal experiences, and through talking with potential employers to acquaint young people with realities of the world of work.

OBJECTIVE # 1: TO PLAN FUTURE EDUCATIONAL NEEDS AT THE HIGH SCHOOL LEVEL AND BEYOND WHICH WILL LEAD TO AN OCCUPATIONAL FIELD OF INTEREST FOR EACH STUDENT.

The matter of planning for future education and training has repeatedly been introduced among the possible activities in other units. Its importance deserves repetition. Its inclusion here, near the end of the course, as a primary objective, is to guarantee that attention be given to exploring the available types of training, as well as reviewing and re-evaluating the individual student's educational plan for high school and beyond in the light of what they have learned during their occupational exploration studies.

Suggested Implementation

1. Explore the types of training opportunities available, bringing in consultants, literature (such as school curriculum manuals or catalogues) or audio-visual materials as they are needed. Field trips, real or simulated, would be very helpful. Include:
    a. Military training
    b. Vocational and technical schools
        (1) Private vocational and technical schools
        (2) Community colleges
        (3) Apprenticeship training
        (4) Government training programs (MDTA, NYC, Job Corps)
        (5) Oregon Technical Institute
        (6) Other adult education in your area (e.g., school district programs, extention service programs, etc.)
    c. Industrial training and on-the-job training programs
    d. Colleges, universities and community college general education programs
    e. Correspondence courses
2. The following focus questions will be useful for small group or class discussions, individual oral or written reports, or as topics for panels and/or debates.
    a. What is your legal military obligation as a citizen of this country?
    b. What kinds of training do the services provide?
    c. What are the comparative advantages and disadvantages of enlistment, draft, volunteering for induction, and the six-month reserve program?

d. When should you join the service?

e. What are the provisions for deferment?

f. What are the comparative advantages and disadvantages of private vocational schools, community colleges, apprenticeship training and Oregon Technical Institute? Consider costs, types of training available, quality of instruction, quality of facilities, equipment and resources, length of training program, eligibility requirements, and quality of placement services.

g. What kinds of adult education programs are available in your area through the school district? Through the county extension service? Through government training programs, such as the MDTA, NYC, Job Corps?

h. What are the comparative advantages and disadvantages of each?

i. What industries in your area offer on-the-job or industrial training?

j. What are the advantages and disadvantages of attending a four-year college or university?

k. What are the advantages and disadvantages of attending a community college?

l. What is meant by "Education is a life-long process"?

m. Do you think too much emphasis has been placed on going to college? By whom? Why?

n. What are the advantages and disadvantages of correspondence courses?

o. Where can you get more information or advice on training opportunities after you have completed this course?

p. Other:

OBJECTIVE # 2: TO SURVEY OPPORTUNITIES FOR GAINING EXPERIENCES LEADING TO OCCUPATIONAL INTEREST FIELDS.

Although this topic has been introduced previously, new aspects of it can be developed here and old aspects can be followed up.

Suggested Implementation

1. Compile a list of summer, short-term and part-time job opportunities students might pursue to earn money. Work in small groups, having each group report its findings to be added to a master list. Have them consider not only how individuals could earn money, but also how one or more students could start a private business enterprise.
2. Have reports on newspaper or magazine articles dealing with money-making activities of young people.
3. Have a film or report on how people can go into business for themselves.
4. Write an essay discussing what a person can learn through his own experience that will help him succeed as an adult in his life work.
5. Carry out a community coordinated work observation project, assigning each student to spend at least eight hours observing someone who works in an occupation in which the student is interested. (See "Effective Practices and Techniques---" for ideas on how this can be done.)
6. Give extra credit to students carrying on work observation projects on their own initiative.

OBJECTIVE # 3: EXPLORE REGULATIONS AND AGENCIES CONTROLLING OR AFFECTING WORKERS.

Suggested Implementation

Use the following focus questions to guide study via teacher and consultant presentations, or through individual research and reports.

1. What federal legislation governs workers?
    a. Tax deductions
    b. Social security
    c. Fair employment practices
    d. Minimum wage and hour laws
    e. Other
2. What state laws affect workers?
    a. Tax deductions
    b. Workmen's compensation for accident or injury
    c. Unemployment compensation
    d. Legal documents and/or health exams required for certain kinds of workers, especially as they pertain to minors
    e. Apprenticeship regulations
3. What other agencies regulate some workers? How?
    a. Unions
    b. Professional associations
    c. Employer agreements or associations

OBJECTIVE # 4: TO EXPLORE JOB FINDING TECHNIQUES

Resources for this objective can be obtained from the Guidance Services Section of the State Department of Education, Oregon Employment Service, School Guidance Office and many other sources.

Suggested Implementation

1. Compare and contrast the effectiveness of the following job-hunting methods:
   a. Newspaper ads (Appendix K-3 contains STEP material to further develop this.)
   b. State Employment Service
   c. Private employment agencies
   d. Canvassing potential employers in person
   e. Canvassing by letter and/or personal data sheet
   f. Union offices or professional associations
   g. Through friends, neighbors or relatives
   h. Keeping up with local economic developments and anticipating where there will be job openings
   i. School placement services
2. Have students read and clip "Help Wanted" columns and "Position Needed" columns from newspapers. After studying these ads over a period of time, have them analyze employment needs in the area to discover where they might be able to find employment.
3. Have them clip news articles on business or industrial developments in the area which might offer possible employment.
4. Have a speaker from the Oregon Employment Service discuss their services with respect to finding local jobs, out-of-town jobs, and government jobs.

5. Investigate and have reports on the services provided by private employment agencies, union and professional associations for job placement. Which ones charge fees or otherwise limit their service?
6. Discuss the placement services offered by the high school. How could such services be improved?
7. Discuss what placement services students should look for in selecting a post-high school training program.
8. Role play what job seekers should say when canvassing in person for a job.
9. Write a sample job canvassing letter and personal data sheet.
10. List some factors to be considered in selecting suitable jobs for which to apply, such as job skills required, education needed, interests and aptitudes needed, opportunities for advancement, distance to job, etc.
11. Point out that many jobs require a beginner to start in another related job and work up the ladder. Name some jobs like this and suggest possible entry jobs. The DOT contains information concerning entry jobs which is especially useful to young people just starting their careers. Show them how to locate this information.

OBJECTIVE # 5: TO TRAIN STUDENTS IN EFFECTIVE TECHNIQUES FOR LANDING A JOB.

In addition to the ideas for implementation suggested here, Appendix K-4 contains additional material adapted from STEP which teachers might find helpful in developing this objective.

Suggested Implementation

1. Have a panel of businessmen come to class and discuss what they look for in job applicants and what questions they ask in an interview. Tape the panel discussion for later use.
2. Have students write news articles on the panel discussion to be used in the school paper.
3. In oral and/or written form, have students discuss how they can sell themselves to an employer without seeming either over-confident or timid. There are films and film strips on this topic, also.
4. Have a demonstration job interview, inviting someone who regularly hires personnel to come and conduct the sample interview. Have the same guest act as a consultant to give critiques of students' role-played interviews.
5. Obtain sample application forms for students to fill out. Stress following directions, neatness, accuracy and completeness. Have a businessman, another teacher, or yourself, rank the applications in the order they would be hired on the basis of their applications alone. Discuss the best and worst in class so that they can see what makes a good application and understand its importance.
6. Have students write a sample letter of application (see Appendix I) in response to a "Help Wanted" ad from the newspaper. Evaluate these with the students. Have them rewritten until each student has a satisfactory sample letter for future reference.

7. Some employers require applicants to take tests, many of which are notoriously of dubious value. Since there are many tricks to know in doing well on them, the teacher may want to cover some of the main points for doing well on such tests. Numerous books and magazines are available on the market which deal with this subject.

8. Other:

OBJECTIVE # 6: TO IDENTIFY FACTORS INVOLVED IN HOLDING AND SUCCEEDING IN A JOB.

Resources are abundant for this objective. Appendices K-4 and K-5 contain some excellent ideas, adapted from STEP, for developing this objective. Business Psychology by Laidlow is a valuable reference. Numerous films and filmstrips are available. The Oregon Employment Service and the school guidance office will have other printed materials of help. Best of all, the employers of the community, who are often even eager to help the schools teach students more about proper work habits and attitudes, can provide frank person-to-person advice to young people which will be more meaningful to job-seeking youngsters than any second-hand advice the teacher might relay. Prudential Life Insurance, New York Life Insurance, Olympic Typewriter Company, the Mennen-Williams Company and many other industries put out free materials and films.

Suggested Implementation

To avoid "preaching," the content of this objective could be covered in a problem-solving sequence, with liberal use of group discussion methods to share experience and examine case studies. Under each problem suggested below, possible topics to be covered will be noted so that the teacher can attempt to draw these ideas out of the students. Inviting some local employers to meet with students for such discussions will add reality and practicality to the sessions.

1. Problem: Why do people lose their jobs?

   Employers tell us that as high as 80% of those fired lose their jobs because of their inability to get along with others--fellow workers, customers, or employers. Usually people are not hired unless they have the necessary skills for the job.

   Apply this same idea to the school situation to show that success in school also depends heavily on habits and attitudes toward others--at least as much as it does on ability and skill.

2. Problem: How can you get started properly on a new job?
   - a. Report on time
   - b. Practice courtesies
   - c. Come appropriately attired
   - d. Bring needed tools (when required)
   - e. Learn when, where, and how to ask questions

   The teacher may find it useful to use case studies to illustrate the importance of these points. After discussion, students might role play how not to start a job, as well as the proper way to begin work.

3. Problem: What are some important factors in holding a job?
   - a. Performance on the job
     - (1) Knowing first what your task is and then doing it
     - (2) Accepting supervision and criticism
     - (3) Doing your best to earn your salary

    - (4) avoiding repeated errors
    - (5) Working as part of a team to do your share
    - (6) Learning more than your specific job where possible
    - (7) Accepting responsibilities willingly
  - b. Personality traits and attitudes
    - (1) Desirable character traits of honesty, reliability, cooperation and loyalty
    - (2) Good grooming
    - (3) Good speech
    - (4) Good manners
    - (5) Even temper
    - (6) Self-confidence but not conceit
    - (7) Flexibility and willingness to adapt to new situations

4. Problem: How do your personality traits and your attitudes affect all aspects of your life?
  - a. As a social asset
  - b. In growing in the job
  - c. In getting along at school and at home
  - d. Learning to work with others

Using case studies, introduce some elementary precepts of psychology, such as defense mechanisms, to aid students in understanding basic reactions of others, as well as themselves, which affect their ability to work in harmony with others. An industrial or school psychologist would be a good consultant for this discussion.

5. Problem: After obtaining a job, what are some factors you need to consider in judging whether or not you are achieving success?

   a. The satisfaction of doing the job well

   b. Learning new skills and operations

   c. The pleasure of doing something you like

   d. The wages you make and the chance for advancement

   e. Learning to work with others

   f. Developing new interests

   Personnel directors, serving as consultants, could help students understand the way management evaluates workers. In addition, they could bring out that the degree of happiness or contentment that workers find in their jobs is usually commensurate with their own feelings of accomplishment or success on the job. A man's life work is more important than merely a means of providing a livelihood; it is an important part of how he forms his own self-image and judges his own worth. Applying this concept to school situations can help illustrate the idea. For example, discuss the saying that too many students are using these days to justify their school achievement: "Some people have got it, and some don't." How are they rationalizing? What alternatives could they try?

6. Problem: What are the dangers in constantly shifting jobs?

   a. Job shifting affects your work record.

   b. It endangers future referral and recommendations.

   c. It shows shortcomings in attitude and personality.

   d. An employer regards constant shiftings as an undesirable quality.

OBJECTIVE # 7: TO IDENTIFY SOURCES OF GUIDANCE DURING AND AFTER HIGH SCHOOL WHICH CAN RENDER ASSISTANCE TO PERSONS WHOSE EDUCATIONAL OR OCCUPATIONAL PLANS REQUIRE CHANGING.

Suggested Implementation

1. In written or oral discussions, take up the following problems:
   a. Do educational and occupational plans often change over a period of time?
   b. Is the educational and vocational plan which each student has developed flexible?
   c. What other choices are open to him on the basis of the plan he has tentatively developed?
   d. How are wise decisions reached with respect to any kind of planning?
   e. Why is decision making to be regarded as a continuous process?
2. Bring out the following sources of future help:
   a. Occupational help through your State Employment Service or a school guidance office, private and public counseling centers, civil service offices, manpower development and training centers, apprenticeship council or union offices, military recruitment centers, vocational rehabilitation centers, etc.
   b. Educational advancement through evening classes, adult education, guidance and placement centers, private trade schools, community colleges, military training and many others.
   c. Social and family problems from government and non-profit agencies, family counseling centers, family guidance clinics and so forth.
3. Discuss which of the above services are available in your own community.
4. Point out that decisions must ultimately rest with the individual himself; others can only help to provide him with information needed to make wise decisions.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT IX

Since this unit dealt with "applying experience," only time will tell whether or not it was successful. Follow-up studies to be conducted in the future can help determine this. In the meanwhile, the teacher should feel satisfied if students: (1) have established a high school educational plan to attain their tentative vocational goal, (2) have realized that there are many avenues of training beyond high school which are open to them and have identified the types of training available, (3) have identified the major ways to select, find and obtain a job, (4) realize the importance of good job performance, as well as proper attitudes and personality traits, in achieving success in the world of work, (5) show some insight into the behavior of themselves and others to the point that they are concerned about improving their inter-personal relationships, and (6) have expanded their interests as a result of class participation. Re-use of Appendix G may help to measure the latter.

While essay questions on the above concepts would help measure learning, these are more apt to measure the ability to verbalize, rather than the student's ability to apply what he has learned. The best test will be how the student performs on his first job. Helping place the students in work experience jobs or observation posts, and following up with an evaluation of the student's performance by his "supervisor" on that job would be an excellent, though complicated, means of evaluating his progress.

Having students give a talk to the class, a talk to a parents' meeting, prepare a skit or radio program, would give them a chance to demonstrate whether or not they accepted ideas developed in the activities of this unit.

Whatever the means, evaluations should stress performance and changes in students' behavior, rather than mere verbalization.

UNIT X - FINAL COURSE EVALUATION AND RECOMMENDATIONS

By the end of the year the teacher will already have made numerous evaluations and reports of students' progress in meeting specific unit objectives. This unit deals with evaluating the over-all achievement during the year with respect to the broad goals of the course, along with evaluating the course itself.

OBJECTIVE # 1: TO EVALUATE INDIVIDUAL AND GROUP PROGRESS IN MEETING ONE MAJOR OBJECTIVE OF SUTOE: ESTABLISHING GOAL ORIENTED BEHAVIOR.

Suggested Implementation

1. To determine whether or not pupils have made progress in establishing tentative, more realistic occupational and educational goals, reassign the essay given the first day of class. It was titled: "My Occupational Goal: Why and How I Plan to Attain It." Compare these with the initial papers. Has the student established a goal? Does this differ from his goal stated at the beginning of the course? Is it realistic? Has he developed a reasonable plan for attaining it? Is it flexible?
2. Possibly, the teacher may be able to notice significant changes in classroom and general school behavior. Other teachers or school counselors could also be requested to rate pupils' progress toward goal oriented performance in school.
3. Re-using the economics pre-test would provide a basis for measuring achievement.
4. Teacher-made final exam stressing general concepts and terminology could be used.

5. Have each student complete Appendix H-2 to determine if he has selected a tentative occupational goal.

OBJECTIVE # 2: TO DETERMINE REACTION TO THE COURSE

By asking students and consultants who have helped with the course to evaluate SUTOE, the teacher can glean valuable ideas on how it can be improved in content and in presentation for future years.

Suggested Implementation

1. Appendix L-4 provides a sample of open-end evaluation which allows the student complete freedom to comment on the class as he chooses.
2. Some students find it easier to evaluate by having a rating check list providing certain criteria which they can check "excellent, good, fair, poor." Appendix L-3 is adaptable for this.
3. Assist students in sending out a follow-up "thank you" letter and evaluation form similar to L-3 to each consultant, guest speaker, field trip coordinator, etc., who has assisted with the course. This will net valuable ideas for improvement and pave the way for insuring continued cooperation for the future. This could be done at appropriate times during the year, if desired, rather than at year's end.
4. Send parents an evaluation form along with the letter which will be discussed in the next objective. The form in Appendix L-3 may be adaptable for this purpose also.
5. The teacher should rate the course and its presentation himself--

before looking at the evaluative comments made by others. Later he can compare all of the suggestions and plan ways to improve the course in the future.

OBJECTIVE # 3: TO SEEK COOPERATION FOR FOLLOW-UP STUDIES AT THE HIGH SCHOOL AND POST-HIGH SCHOOL LEVEL.

Materials to use for state-wide (and local) follow up will need to be prepared on NCR paper so the local school can retain a copy and the State Department of Education can have a copy for study. Some will be needed at the beginning of the course and again at the end. Use several of these forms with SUTOE enrollees, and with non-enrollees in the same grade as a "rough" control group to measure against each other. The forms will be useful in making subjective evaluations of individual enrollee's concepts and attitudes early in the course, as compared to these concepts and attitudes at the end. Other standardized measurements should also be used.

Suggested Implementation

1. During the last few days of the course, the teacher should ask students to cooperate with future follow-up studies to be conducted in later years in order to judge the success of the course in helping young people more effectively plan their futures. This can only be done after enough time has elapsed for them to reconsider whether or not the class helped them in making the most out of their educational opportunities and in making a better adjustment to their first job.

2. Along with evaluation form L-3, suggested in the last objective, send parents a letter thanking them for their cooperation during the year and asking for their help in the future in conducting follow-up studies. (See Appendix L-2)

3. The teacher will want to carefully preserve the names and addresses of students, though the actual follow-up may be conducted by the guidance or curriculum personnel of the school. Other pertinent data which needs to be retained:
    a. Two essays on "My Occupational Goal---" (from the first day and from the last week of the course)
    b. Appendix A - Economics Pre-test (from Unit I and at the end of the course, and with a random sample of non-enrollees in the same grade)
    c. Appendix L-4 - Student Evaluation of SUTOE
    d. Appendix L-3 - Sample Evaluation Form
    e. Appendix G - Find Your Own Interests (from Unit II and at the end of the course)
    f. Appendix H-2 - You and Your Vocation (for use with enrollees at the end of course, and with a random sample of non-enrollees at the same time)
    g. Essay reactions from teachers, counselors, administrators, regarding goal orientation of students in SUTOE
    h. Standardized test results at beginning and ending of course for enrollees and others

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Other Government Bureaus and Departments, and private sources

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American Vocational Journal (American Vocational Association), various issues.

Personnel and Guidance Journal (American Personnel Guidance Association), various issues.

The School Counselor (American School Counselors Association), various issues.

The Vocational Guidance Quarterly (National Vocational Guidance Association), various issues.

E. Subscription services through which full sets of Occupational Information Kits of various qualities, and other career information, are available:

B'nai B'rith Vocational Service
Washington, D. C.

Careers. Largo, Florida

Your Future Occupations.
Y. F. O. Publications
P. O. Box 830
Clarksburg, West Virginia 26302

(A twice-monthly pamphlet during the school year. Perhaps also available via ICOA Life Insurance Company)

Chronicle Guidance Services
Moravia, New York

Science Research Associates
Chicago, Illinois

The Sextant Series - 12 volumes
(For Educational/Vocational Guidance)

3048 North 34th Street
Milwaukie, Wisconsin 53210

APPENDICES

A

OCCUPATIONAL EXPLORATION: DATE________________ NAME______________________

PRE-TEST: Regarding occupations, careers, jobs, economics

Use Plus (+) for true, Zero (0) for false.

_____ 1. The people of the U. S. have a higher standard of living than citizens of any other nations.

_____ 2. The U. S. standard of living is as high as it is due to the high productivity of the individual worker.

_____ 3. Efficiency of administrators and management has been a contributing cause for the high standard of living in the U. S.

_____ 4. The U. S. population at present is around 190 to 195 million.

_____ 5. By 1970 our population is expected to be more than 200,000,000.

_____ 6. The work force in the U. S. presently totals more than 70,000,000.

_____ 7. Approximately one-third of the total U. S. labor force consists of women.

_____ 8. The average female may expect to spend 25 years or more in gainful (paid) employment outside the home, during her lifetime.

_____ 9. Approximately ten percent of the labor force in the U. S. is negro.

____ 10. There is greater unemployment (percentage) among negro workers than among whites.

____ 11. Nationwide, agricultural employment is expanding at a faster rate than most industries.

____ 12. Unemployment in the U. S. has been staying in excess of five percent in the last several months.

____ 13. Professional and technical occupations continue to have a shortage of qualified applicants in recent years.

____ 14. More than 2,000,000 young people enter the labor market yearly.

____ 15. Skilled workers, in most industries, must have graduated from college.

____ 16. Nationwide, nearly one-third of the young people do not graduate from high school, even in these times.

____ 17. In Oregon, fewer than eighty percent of students that enter grade 9 graduate from high school.

____ 18. All industries require applicants to write formal letters of application, or fill out detailed information sheets, before they can be considered for employment.

____ 19. Skilled and other manual workers make up the largest percentage of any of the occupational groups.

____ 20. The Service Workers group may include people in hospital and hotel work, as well as firemen and policemen.

____ 21. I (the one taking this) am quite sure which occupational grouping I expect to choose my career from.

"Education is man's going forward from cocksure ignorance to thoughtful uncertainty."

Kenneth G. Johnson
University of Wisconsin

B *

EXPLANATION OF RELATIONSHIPS WITHIN DATA, PEOPLE, THINGS HIERARCHIES

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identification attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things, respectively.[1] These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

---

[1] As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

* From APPENDIX A, pp. 649-50 of the Dictionary of Occupational Titles, Volume II: Occupational Classification and Industry Index, Third Edition, 1965.

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7) No significant) relationship 8)	7 Serving	7 Handling
	8 No significant relationship	8 No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

---

[1] Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 Copying: Transcribing, entering, or posting data.

6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings, also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 Diverting: Amusing others.

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting-Up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of

appropriate tools, objects, or materials, and the adjustment of the tool to the task requires exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machines and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 Driving-Operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine,

such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting-Up, is the situation in which the worker is actually part of the setup of the machine, either as the holder and guider of the material or holder and guider of the tool.

C

HOW TO USE THE NEW DICTIONARY OF OCCUPATIONAL TITLES

Dr. Joseph E. Barber - Chronicle Guidance Publications, Inc. (Adapted)

In 1965 the third edition of the DOT became available. This is a complete revision with up-to-date job information and a new classification and coding system.

In addition to its use in the U. S. Employment Service the Dictionary of Occupational Titles has become a standard reference for schools, industry, libraries, colleges, the Department of Defense, and the Veterans' Administration in its counseling and guidance centers for veterans.

The two-volume third edition of the DOT has some significant innovations. The counselor will want to know what each of these volumes contains, how to use it in exploring occupational information, and how to locate related job descriptions in his files. The DOT may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. The price is $9.25 for the two-volume set.

What is in the DOT

Volume I contains the job titles and their definitions in alphabetical order. Volume II provides three additional arrangements of these jobs in that it groups jobs having the same basic occupational, industrial, or worker characteristics. It serves to classify the abilities, vocational experience, and potential of workers.

The Dictionary furnishes the titles and definitions of 21,741 separate occupations. These are known by 13,809 additional titles, making a total of 35,550 titles. The third edition includes 6,432 jobs not included in the second edition, with which most counselors are familiar. Over 8,000 of the second edition jobs have been deleted or combined with others.

Each definition is listed alphabetically according to the job title. For example, if we look up the word "Counselor" we find that the first listing, or "Counselor I," refers us to the Lawyer. The second listing is "Counselor II 045.108." This is followed by other titles by which this job is known: Guidance Counselor, Vocational Advisor, and Vocational Counselor. This is followed by the definition which tells what the counselor does, how he does it, and why he does it. The definition also provides either explicitly or by implication the functions performed by the worker, the significant aptitudes, interests, and temperaments required by the job, and any critical physical demands and working conditions involved. Looking further in the alphabetical listing you will find other types of counselors, as Counselor, Camp; Counselor, College; Counselor, Dormitory. It should be noted that letter alphabetizing rather than word alphabetizing is used. This means that the entire job title is treated as a single word when alphabetizing.

In Volume II the two arrangements of job titles which will be of most interest to the counselor are the occupational group arrangement and the worker traits arrangement. The Occupation Group Arrangement lists the jobs numerically according to their six-digit code numbers. This arrangement provides the key to the meaning of each digit in the code number. Because the information in the third edition is much more meaningful to the counselor, he will find that it will be to his advantage to acquire the new Dictionary.

What the Numbers Mean

It will be recalled that the example used earlier in this explanation was that of the counselor. The code number for this occupation is 045.108. The first digit "0" or "1" indicates that the job falls in the category entitled Professional, Technical, and Managerial Occupations. The other first digits represent categories as follows:

2 Clerical and sales occupations

3 Service occupations

4 Farming, fishery, forestry, and related occupations

5 Processing occupations

6 Machines trades occupations

7 Bench work occupations

8 Structural work occupations

9 Miscellaneous occupations

The first two digits "04" represent the division "Occupations in Life Sciences." The three digit group "045" is called "Occupations in Psychology."

The last three digits of the code reflect the worker's relationships to data, people, and things, respectively. Thus, in the Counselor's code 045.108, the "1" signifies that the worker's relationship to data is the "coordinating" level. This is defined in Appendix A to Volume II as "Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events." The fifth digit indicates that the worker's relationship to people is at the "mentoring" level. The DOT defines this relationship as "Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles." The sixth digit, 8, indicates that the work of the Counselor requires no occupationally significant relationship to things.

Thus, the code number of any job in the Dictionary tells much about the nature of the work, the functions performed by the worker, and the level of complexity of the job. By turning to the same number in his file of occupational information, the counselor will be able in most cases to find a brief which will give him the details about the job. It will enable the student to find information about the future of his job and its possibilities. When possible, it is well for him to also talk to someone in the field or even observe a person at work to get first-hand knowledge of the tasks which must be performed.

The Worker Traits Arrangement

In this arrangement in Volume II of the DOT, the jobs are rearranged into 114 groups according to characteristics and traits required of the worker. These include training time, aptitudes, interests, temperaments, and physical demands. For each group the training and methods of entry are described and the worker requirements are explained. The jobs in any one worker trait group are at about the same level of complexity, but may be drawn from a variety of kinds of work. In this way a worker trait group can show the counselor all of the jobs in all industries that require a similar pattern of worker characteristics. On the other hand, the Occupational Group Arrangement groups jobs in terms of industry, subject matter, and product, and then arranges the jobs in each grouping in the form of a ladder showing the entry and progression possibilities.

Uses of the Dictionary

The Dictionary of Occupational Titles provides the means of exploring occupational information, whether we start with information about a job or about a person. A counselor may explore with a counselee the worker trait group that matches his qualifications, then the individual jobs in a worker trait group, and finally arrive at a possible vocational objective. He can then locate the job in the Occupational Group Arrangement and find in the same group related entry jobs and higher level jobs to which the person can progress. Definitions of these jobs will be found listed alphabetically in Volume I. Then more specific information can be found by locating briefs in the occupational file according to the code numbers of the jobs. Also, extensive use of the Department of Labor Occupational Outlook Handbook, 1966-67 Edition, can be made with understanding.

There are many other uses of the Dictionary of Occupational Titles. Both volumes are used in the armed forces, the U. S. Employment Service, the Veterans' Administration, and many other organizations. It will be one of the most important references in the counselor's office. He, as well as the students and the librarian, will have many uses for it. Both volumes should be in the library especially if the occupational files are maintained there.

Both Volumes I and II are also a must as immediate references in the room, as are many of the other materials listed in the Reference List elsewhere in this proposal, for the instructor who is teaching the Self Understanding Through Occupational Exploration course. Certainly the concerned school counselor must have these references at his fingertips for use in his daily work, as well as have a general working knowledge of the coding systems and ramifications, while helping youth to explore possible decisions in the world of work.

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D

REMINDERS TO THE TEACHER FOR SUPERVISING OCCUPATIONAL RESEARCH

In addition to the premise that every job requires a worker to function in some relation to Data, People, and Things, in varying degrees, the investigation of specific careers or jobs must include other important general aspects. These include the 9-code Occupational Group Arrangement and 22 broad area Worker Traits Arrangements. Volume II of DOT further subdivides these 22 into 114 groups. Together, these make up the Occupational Classification and Code. These provide a method of grouping jobs having the same basic occupational or worker trait characteristics so they can be studied in various relationships among other occupations and so a standard approach to classifying the abilities, vocational experiences, and/or potentials of workers can be compared. There must also be serious consideration given to other factors such as qualifications based on General Educational Development (GED), Specific Vocational Preparation (SVP), Aptitudes (APT), often based on General Aptitude Test Battery results; but for purposes of the course in Exploration, other factors may be quite useful. Some of these suggested tests and questionnaires are listed elsewhere in the appendix. Interests (INT) are very important in the investigation, and they are considered in relation to the worker function factors. Temperaments (Temp.) and Physical Demands (Phys. Dem.) involving the job under investigation must be seriously considered in relation to possible vocational exploration, especially as it relates to a self-evaluation. These topics are dealt with in greater detail in Appendix B, DOT, 1965, Volume II, p. 651, and in the introductory pages of Volume I of the 1965 DOT.

As this research will be undertaken for school credit and for personalized learning on the part of the student investigating the topic, it will be necessary to do the best work possible. Therefore, a few suggestions are in order before preparing the final copy of the written work to turn in. It may also serve as a useful guide for any oral reports that are presented to the class as a whole or to small groups within the class setting. The following are essential: (a) the work must be neat and legible; (b) good quality paper should be used; (c) good English is important; (d) illustrations should be used wherever possible; (e) a selected list of references must be included, preferably in alphabetical order and including individual resource persons as well as sources of written materials; (f) a cover page, prepared attractively, including your name, date, instructor's name and class, and the job area and code numbers, is always in order. Remember, this is one of a minimum of three career investigations in depth, one in each of the Data, People, or Things hierarchies as presented in Units 6, 7 and 8 of the total proposal.

It will be necessary that the person helping students plan their research be cognizant of the many factors and possible pitfalls while using this course. But, therein lies the challenge for the task and the necessity for becoming familiar with the Department of Labor publications referred to above, and additionally, enrollment in a workshop of sufficient duration to make it possible to gain enough understanding to be of real help to the youth we serve as they consider the choices open to them and the beat of the music by which they wish to march.

E

SPECIFIC OUTLINE GUIDE FOR STUDENT RESEARCH

Date________________________ Name______________________________

The specific job code for this research is _______._________.

Emphasis will be placed upon Data, People, Things hierarchies. (Please underline one of the three choices here.) This job (career, occupation, vocation) appears to belong in the category entitled ____________________ (Occupational Group Arrangement), according to what I have learned from Appendix B and other sources. This investigation concerns a job commonly known as ____________________, though one or more other names may be applied to it by other people. It may also fit into one of the twenty-two broad Worker Traits Arrangements known as ______________________, according to the Dictionary of Occupational Titles (DOT).

I. Description of the job (occupation)
    A. Brief history and development of this work
    B. Work performed
        1. General nature of the work
        2. Importance of this work and its relation to society (briefly)
        3. Some other facets involved in the work
            a. Who are those with whom the worker deals on the job?
            b. How do these factors influence non-job activities?

II. Employment prospects and trends in this field of work

- A. What needs are there for workers (increasing or decreasing demands)
  - 1. Immediate job opportunities
    - a. Total numbers needed
    - b. Turnover rate in this occupation (low or high)
  - 2. Long term career opportunities (more than 10 years hence)
    - a. Projected total numbers needed
    - b. Stability for individual employment
  - 3. Flexibility (other related jobs one might adapt to or from)
- B. Where are these jobs to be found (geographical regions)
  - 1. Urban areas
  - 2. Rural areas
- C. Industries using workers with these skills
  - 1. Type of industry
  - 2. Size of industry
  - 3. Union/non-union

III. Qualifications profile

- A. Personal factors
  - 1. Age limits
  - 2. Male or female limitations
  - 3. Special tools, clothing, or equipment needed
- B. Educational needs
  - 1. Formal
    - a. General and elective courses
    - b. Required courses
  - 2. Informal

C. Specific vocational preparation needed
  1. Vocational education in high school, or post-high school
  2. Apprenticeship training factors
  3. In-plant training, organized formally
  4. On-the-job training, training under a supervisor
  5. Essential related work experiences

D. Aptitudes required
  1. As determined by tests
    a. General Aptitude Test Battery
    b. Differential Aptitude Tests
    c. Others
  2. As determined by employer
    a. Demonstration
    b. Job performance

E. Essential interests (describe in detail)
  1. Refer to DOT, Volume II, p. 654
  2. Refer to interest surveys in the appendix

F. Temperaments for success on the job
  1. DOT, Volume II, p. 654, of use here
  2. Consider also the various forms filled out

G. Physical Demands (required activities)
  1. Physical requirements in performance of the job
  2. Physical capacity (traits) to meet the demands
  3. DOT, Volume II, pp. 654-56, has helpful ideas

H. Regulations (not elsewhere specified)
  1. Government
  2. Union
  3. Industry

IV. Working Conditions (physical environment)

- A. Inside, outside, or both
- B. Extremes of temperature changes
    - 1. Cold
    - 2. Heat
- C. Noise and vibration
    - 1. Constant
    - 2. Changing
- D. Hazards (risk of bodily injury)
- E. Fumes, odors, toxic conditions, dust, and poor ventilation
- F. Hours (day, swing, nights, weekends, holidays, etc.)

V. Obtaining the Job

- A. How it is found (initial contacts)
    - 1. Hearsay
        - a. Friends
        - b. Relatives
    - 2. Classified ads
    - 3. Employment offices
        - a. State
        - b. Private
        - c. Institutional
        - d. Union
    - 4. Formal notice (as a result of previous applications)
- B. Applying for the job
    - 1. Personal application
        - a. By appointment-interview
        - b. Waiting in line

        2. Formal application
            a. Letter and/or resume
            b. Filling out application forms

VI. Compensations in this work
    A. Opportunity for service to humanity
        1. Personal satisfactions attained
        2. Admiration and/or respect of others
    B. Advancement possibilities
        1. Increased responsibilities
        2. Increased status and/or position
    C. Financial rewards
        1. Pay
            a. Present (wage range, minimum/maximum)
            b. Most common wage
            c. Moving into higher pay grade (opportunities)
            d. Differences for sex and/or age groups
            e. Retirement benefits
        2. Security of the job
            a. Steady income
            b. Seasonal characteristics
            c. Tenure-stability

VII. Recapitulate and evaluate this career for yourself
    A. Advantages (summarize in some detail)
    B. Disadvantages (summarize in some detail)
    C. Tentative decision regarding this career or occupational cluster

VIII. Reference list

F - 1

Confidential

PERSONAL DATA SHEET

(To be filled out by each pupil)

Name ______________________________ Age __________
Last First Middle

Legal Name ______________________________
Last First Middle

Birthdate ______________________ Place ______________________
Month Day Year City State

Years in this community __________ Years in this state __________

Father's name ______________________________ Father's age __________

Father's place of birth ______________________________

Schooling completed 8 or less 9 10 11 12 Business College Some College Other Vocational School Coll. Degree
(circle the appropriate item)

Mother's name ______________________________ Mother's age __________

Mother's place of birth ______________________________

Schooling completed 8 or less 9 10 11 12 Business College Some College Other Vocational School Coll. Degree
(circle the appropriate item)

Father's occupation ______________________ How many times married _____

Mother's occupation ______________________ How many times married _____

Do you live with your parents _________ If not, is mother living __________

Is father living __________________ With whom do you live if parents are separated or divorced ______________________________

Do you live with a step-parent ________ Do you live with a guardian ________

How many brothers do you have that are older than you_____ How many younger_____

How many sisters do you have that are older than you______ How many younger_____

Do you, or would you, like to travel_________________In how many states have you traveled____________________Have you been in foreign countries______________

If so, which ones______________________________________ When____________________

Do you like school better or less than when you were in the lower grades________

What would you like to be doing right now_______________________________________

What do you enjoy doing most________________________ Least______________________

Personal Data Sheet
Page 3

Name________________________________

GRADES:	8	9	10	11	12
1. What kind of work do you plan to do for a living?					
2. What is your second choice?					
3. What do your folks want you to be?					
4. What subject(s) do you like best?					
5. What subject(s) do you like least?					

INDICATE BY WRITING YES OR NO OR I DON'T KNOW

6. Do you plan to complete high school?					
7. Do you plan to take vocational training after high school?					
8. Do you plan to go to technical school after high school?					
9. Do you plan to go to a 4-year college?					
10. Do your folks want you to go to school beyond high school?					
11. Do you think your folks can assist you financially?					

Signature________________________________

F - 2

Confidential

PERSONAL DATA SHEET*

Please circle the letter of the appropriate answer.

1. Are you: (A) Male (B) Female

2. How old were you on your last birthday?

   (A) 12 (B) 13 (C) 14 (D) 15 (E) 16 (F) 17

3. Where have you spent most of your life?

   (A) In this city, town, or country
   (B) In this state but outside this city, town, or country
   (C) In another state in the U. S.
   (D) In another country outside the U. S.

4. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

   (A) In the open country or in a farming community
   (B) In a small town (less than 10,000 people) that was not a suburb
   (C) Inside a medium size city (10,000 to 100,000 people)
   (D) In a suburb of a medium size city
   (E) Inside a city of more than 100,000 people
   (F) In a suburb of a large city

5. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?

   (A) 2 (B) 3 (C) 4 (D) 5 (E) 6 (F) 7 (G) 8 (H) 9 or more

6. How many brothers do you have who are older than you are? Include stepbrothers and half brothers, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

GO ON TO NEXT PAGE

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*Adapted from Equality of Educational Opportunity, by James S. Coleman, et al, U. S. Office of Education publication, 1966.

7. How many sisters do you have who are older than you are? Include stepsisters and half sisters, if any.

(A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

8. How many brothers do you have who are younger than you are? Include stepbrothers and half brothers, if any.

(A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

9. How many sisters do you have who are younger than you are? Include stepsisters and half sisters, if any.

(A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

10. How many of your older brothers and sisters left high school before finishing?

(A) Have no older brothers or sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5 or more

11. Does anyone in your home speak a language other than English most of the time?

(A) Yes ______________________________, if yes.
(B) No

12. Do you speak a language other than English outside of school?

(A) Yes, frequently
(B) Yes, occasionally
(C) Yes, rarely
(D) No

13. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.

(A) 4 or less (B) 5 to 8 (C) 9 or more

14. Who is now acting as your father? If you are adopted, consider your adoptive father as your real father.

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) My foster father
(E) My grandfather
(F) Another relative (uncle, etc.)
(G) Another adult
(H) No one

GO ON TO NEXT PAGE

15. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) My foster mother
(E) My grandmother
(F) Another relative (aunt, etc.)
(G) Another adult
(H) No one

Please answer all questions about your parents in terms of your answers to questions 14 and 15. In situations where no one is now acting as mother or father, answer questions about your parents in terms of your real father and mother whether they are living or dead.

16. What work does your father do? You probably will not find his exact job listed, but circle the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job, if he works on more than one.

(A) Technical -- such as draftsman, surveyor, medical or dental technician, etc.
(B) Official -- such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager -- such as sales manager, store manager, office manager, factory supervisor, etc.
(D) Semi-skilled worker -- such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker -- such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker -- such as barber, waiter, etc.
Protective worker -- such as policeman, detective, sheriff, fireman, etc.
(E) Salesman -- such as real estate or insurance
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer -- such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional -- such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman -- such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

GO ON TO NEXT PAGE

17. How far in school did your father go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

18. How far in school did your mother go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical, nursing, or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

19. In what type of community did your father live when he was about your age? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 or more people)
(F) In a suburb of a large city
(G) Don't know

20. In what type of community did your mother live when she was about your age? (Give best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 or more people)
(F) In a suburb of a large city
(G) Don't know

21. Does your mother have a job outside your home?

(A) Yes, full-time
(B) Yes, part-time
(C) No
(D) ______________________________ Name of job, if employed.

GO ON TO NEXT PAGE

22. How good a student does your mother want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

23. How good a student does your father want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

24. How often do you and your parents talk about school work?

(A) Just about every day
(B) Once or twice a week
(C) Once or twice a month
(D) Never or hardly ever

25. How much education does your father want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Father is not at home
(H) Don't know

26. How much education does your mother want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Mother is not at home
(H) Don't know

27. Did anyone at home read to you when you were small, before you started school?

(A) No
(B) Once in a while
(C) Many times but not regularly
(D) Many times and regularly
(E) Don't remember

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The items listed below are things your family may have. Mark A if your family has it. Mark B if your family does not have it.

28. Television set

(A) Yes
(B) No

29. Telephone

(A) Yes
(B) No

30. Record player, hi fi, or stereo

(A) Yes
(B) No

31. Dictionary

(A) Yes
(B) No

32. Encyclopedia

(A) Yes
(B) No

33. Automobile

(A) Yes
(B) No

34. Daily newspaper

(A) Yes
(B) No

35. How often do you go to a public library or bookmobile (not your school library)?

(A) Once a week or more
(B) 2 or 3 times a month
(C) Once a month or less
(D) Never

36. How many magazines do you and your family get regularly at home?

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 or more

37. How many books are in your home?

(A) None or very few (0 to 9)
(B) A few (10 to 24)
(C) One bookcase full (25 to 99)
(D) Two bookcases full (100 to 249)
(E) Three or more bookcases full (250 or more)

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38. Which one of the following best describes the program or curriculum you are enrolled in?

(A) General
(B) College preparatory
(C) Commercial or business
(D) Vocational
(E) Agriculture
(F) Industrial arts
(G) Other

39. Did you enter the program you indicated in question 38 of your own choice, or were you assigned to it?

(A) My choice
(B) Assigned
(C) Only one program in my school

40. Did you go to kindergarten before you started the first grade?

(A) Yes (B) No

41. Did you go to nursery school before you went to kindergarten?

(A) Yes (B) No (C) Don't remember

42. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?

(A) Never
(B) Once
(C) Twice
(D) Three times
(E) Four times or more

43. When was the last time you changed schools (not counting promotions from one school to another)?

(A) I have not changed schools
(B) Less than a year ago
(C) About one year ago
(D) About two years ago
(E) About three years ago
(F) About four years ago
(G) About five or more years ago

GO ON TO NEXT PAGE

44. How far do you want to go in school?

(A) I do not want to finish high school
(B) I want to finish high school only
(C) I want to go to technical, nursing, or business school after high school
(D) Some college training, but less than 4 years
(E) I want to graduate from a 4 year college
(F) I want to do professional or graduate work after I finish college

45. Have you ever read a college catalog?

(A) Yes (B) No

46. In the past 12 months, have you ever written to or talked to a college official about going to his college?

(A) Yes (B) No

47. Are you planning to go to college (junior or four year college)?

(A) Definitely yes
(B) Probably yes
(C) Probably not
(D) Definitely not

48. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

49. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none
(B) About 1/2 hour a day
(C) About 1 hour a day
(D) About 1 1/2 hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

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50. If something happened and you had to stop school now, how would you feel?

(A) Very happy--I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in school

51. How good a student do you want to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

52. On an average school day, how much time do you spend studying outside of school?

(A) None or almost none
(B) About 1/2 hour a day
(C) About 1 hour a day
(D) About 1 1/2 hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

53. About how many days were you absent from school last year?

(A) None
(B) 1 or 2 days
(C) 3 to 6 days
(D) 7 to 15 days
(E) 16 or more days

54. During the last school year, did you ever stay away from school just because you didn't want to come?

(A) No
(B) Yes, for 1 or 2 days
(C) Yes, for 3 to 6 days
(D) Yes, for 7 to 15 days
(E) Yes, for 16 or more days

55. What was the first grade you attended with students from another race in your class?

(A) 1st, 2nd, or 3rd
(B) 4th, 5th, or 6th
(C) 7th, 8th, or 9th
(D) Other ____________________________ (explain)
(E) I have not had classes with students of another race

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56. Are you a member of a club for future teachers?

(A) Yes
(B) No
(C) There is not one in this school

57. Were you on any school athletic team last year as a player or manager?

(A) Yes
(B) No
(C) We didn't have any athletic teams in my school

58. Were you a member of the Student Council last year?

(A) Yes
(B) No
(C) We didn't have a student council

59. Did you participate in any debating, dramatics, or musical clubs last year?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't very active
(D) Our school does not have such clubs

60. Did you participate in any hobby clubs at school last year, such as photography, model building, crafts, etc.?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't an active member
(D) Our school does not have such clubs

61. What ability group or track are you in in your English class?

(A) The highest group or track
(B) The middle group
(C) The lower group
(D) Our school does not have ability grouping or tracks
(E) Don't know

62. How bright do you think you are in comparison with the other students in your grade?

(A) Among the brightest
(B) Above average
(C) Average
(D) Below average
(E) Among the lowest

GO ON TO NEXT PAGE

63. How do you and your friends rate socially in this school?

(A) At the top
(B) Near the top
(C) About in the middle
(D) Near the bottom

64. Do you feel that you can get to see a guidance counselor when you want to or need to?

(A) Yes
(B) No
(C) We have no guidance counselor

65. How many times did you talk to a guidance counselor last year?

(A) Never
(B) Once
(C) Two or three times
(D) Four or five times
(E) Six or more times
(F) We had no guidance counselor

66. Has your teacher or counselor encouraged you to take further training after high school?

(A) Yes, to go to college
(B) Yes, for technical or advanced job training
(C) Yes, for business or commercial training
(D) Yes, for other training
(E) No

67. Would you enroll in a vocational (job training) program if one that interested you were offered in your high school?

(A) I am already in a vocational (job training) program
(B) Yes, I would enroll in such a program
(C) No, I would not enroll in such a program

If you answered B or C on question 67, skip to question 71.

68. Here is a list of the kinds of job training courses vocational students take in schools around the country. Mark the number of the program that comes closest to the one you would like during high school.

00. Agriculture (on farm production)
01. Agriculture (off farm, i.e. agriculture-business and others related to farming needs)
02. Air conditioning
03. Airplane mechanics
04. Auto body mechanics
05. Automotive mechanics
06. Brick or stone masonry
07. Cabinet making

(Continued on next page)

08. Carpentry
09. Commercial art
10. Cooperative office or business training
11. Cosmetology (beauty culture)
12. Diesel mechanics
13. Distributive education
14. Electricity
15. Food trades
16. Foundry
17. Industrial cooperative training
18. Machine shop
19. Maid training (domestic service)
20. Needle trades
21. Painting and decorating
22. Plumbing (pipe fitting)
23. Practical nursing (health)
24. Printing
25. Radio-TV repair
26. Sheet metal work
27. Welding
28. Other ______________________________(name it)

69. Would you like to be in a work-study program in which the school and local employer cooperate to give students on-the-job training?

(A) Yes (B) No

70. Are you wanting training for the job you really want to work at when you finish high school?

(A) Yes
(B) No, I am not able to qualify for it
(C) No, the course is full and I have to take something else
(D) No, I will not try to take it
(E) There is no training for that job in this school

71. How good a student do your teachers expect you to be?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

72. People who accept their condition in life are happier than those who try to change things.

(A) Agree (B) Not sure (C) Disagree

73. Good luck is more important than hard work for success.

(A) Agree (B) Not sure (C) Disagree

GO ON TO NEXT PAGE

74. Every time I try to get ahead, something or somebody stops me.

(A) Agree (B) Not sure (C) Disagree

75. If a person is not successful in life, it is his own fault.

(A) Agree (B) Not sure (C) Disagree

76. Even with a good education, I'll have a hard time getting the right kind of job.

(A) Agree (B) Not sure (C) Disagree

77. I would make any sacrifice to get ahead in the world.

(A) Agree (B) Not sure (C) Disagree

78. If I could change, I would be someone different from myself.

(A) Agree (B) Not sure (C) Disagree

79. I sometimes feel that I just can't learn.

(A) Agree (B) Not sure (C) Disagree

80. I would do better in school work if teachers didn't go so fast.

(A) Agree (B) Not sure (C) Disagree

81. People like me don't have much of a chance to be successful in life.

(A) Agree (B) Not sure (C) Disagree

82. The tougher the job, the harder I work.

(A) Agree (B) Not sure (C) Disagree

83. I am able to do many things well.

(A) Agree (B) Not sure (C) Disagree

84. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

GO ON TO NEXT PAGE

85. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Bus, other than school bus
(E) Other ______________________________(explain)

86. When you finish your education, what sort of a job do you think you will have?

(A) Technical -- such as draftsman, surveyor, medical or dental technician, etc.
(B) Official -- such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager -- such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner -- such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semi-skilled worker -- such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker -- such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker -- such as barber, waiter, etc.
Protective worker -- such as policeman, detective, sheriff, fireman, etc.
(E) Salesman -- such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer -- such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional -- such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman -- such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

87. What kind of school did you attend when you were in the eighth grade?

(A) A public school
(B) A private parochial school
(C) Another private school including military school
(D) Other (explain) ______________________________

G

FIND YOUR OWN INTERESTS

Helpful Planning fot the Future

NAME________________________________ SEX_______ GRADE_______ AGE _______

I. What does the school record show? (Consider grades 7, 8 and 9)

A. Average grade in English_____, Math_____, Science_____, and in Social Studies_____. .

B. Two favorite school subjects and give average grade for each:

1. ______________________ Grade_____; 2. _______________Grade_____

II. School activities (sports, plays, club work, etc.) are important:

A. Favorite School activity____

1. It is interesting because_________________________________

____

2. Major offices held, if any, in this organization__________

____

B. Another favorite school activity is ___________________________ because it ______________________________. Offices held in that organization have been ____

C. Other school activities that would be nice to be a part of are

____

III. Three favorite hobbies outside of school are: 1. ________________

2. ______________________________ 3. _____________________________

IV. The skill that I feel best qualified to perform is ________________

V. The course of study or special training that appeals most to me is

____

VI. I have been told by my ______________ that I was especially good at ______________ and ______________

VII. Members of my family and/or friends have suggested a career as ______________ to me, and I feel it would be ______________

VIII. The work I would really like to do for a living is ______________ ______________. Why?______________

IX. Members of my family who have done this kind of work are______________

____

X. My parents urge me to complete at least ________ years of school.

XI. Their schooling consisted of grade school, ______________ and ______________

XII. I have held part-time and/or summer jobs as 1.______________ 2. ______________ 3.______________

I liked job number _______ the best. Job number _______ paid the best. It seemed I was most useful and learned the most on job number ________.

XIII. Reading:

A. My favorite newspaper is ______________. The part I enjoy most is ______________

B. The magazines I most often read for pleasure are: 1.__________ 2. ______________ and 3.______________

C. The book I most recently read for pleasure was ______________ ______________. That was _______ months ago.

XIV. The TV (or radio) programs I prefer are: 1.______________ 2. ______________ and 3.______________

XV. CHECK THE APPROPRIATE COLUMN for the following:

	YES	NO
1. Am I the type of person who can follow instructions to the letter?		
2. Do I mind being told how to do a certain thing?		
3. Do I like doing a task exactly the same way each time?		
4. Am I exact in the things I do?		
5. Do I always remain calm when--		
A. Taking a test in school?		
B. Having plans suddenly changed?		
C. Losing an argument?		
D. Losing something important?		
E. Participating in a sporting event?		
6. Do I state my ideas clearly, verbally, and in writing?		
7. Am I accurate in my oral and written work?		
8. Do I enjoy writing?		
9. Do I enjoy speaking?		
10. Do I most enjoy working by myself?		
11. Do I most enjoy working with others?		
12. Do I prefer working outdoors?		
13. Do I enjoy meeting new people?		
14. Do I enjoy working with my hands?		
15. Would I rather do research than repair work?		
16. When I take my first permanent job, the beginning salary will be more important than possible future raises.		
17. Advancement, to me, means increasing pay more than status or social acceptability.		
18. Short hours and "good" vacations have more appeal to me than concern about security and retirement.		

	YES	NO
19. Am I more concerned about what I think of myself than of what others think of me?		
20. Do I feel more *challenged* than *threatened* when confronted with decisions and responsibility?		
21. Does having a job and family appeal to me?		
22. Does it seem important that the wife should hold a job outside the home in order to help the family's standard of living?		

H - 1

SELF EVALUATION *

Besides obtaining information about careers, occupations, and jobs and the training they require, you need to consider yourself before you can make a decision as to what kind of a career you should choose. It is very important to UNDERSTAND YOURSELF as well as possible. How can you? The answers to two questions would be most helpful--

What do I need to know about myself?

How do I find out?

Consider the following six areas:

1. Your achievements or accomplishments
2. Your interests
3. Your aptitudes
4. Your personality
5. Your values
6. Your physical assets or limitations

Appraise yourself in terms of these personal characteristics. Here are three ways.

1. Experience. The following check list is for your use in evaluating yourself. It is not a test, neither is it complete, but it does provide a way for you to get before yourself on one page some of your own ideas about yourself.

2. Other people's observation of you. Your parents, your classmates, your teachers, others can be very helpful in sharing their appraisal of you. They may evaluate the record you have made. They may also tell you what reaction they have to you as a person. Perhaps you will want to show them your completed check list.

(over)

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* Adapted from State of Hawaii, Department of Education.

3. Vocational tests or inventories. To supplement your school records and to provide another basis for evaluating personal characteristics, there are various kinds of tests or inventories you can take. Ask your counselor or instructor about them. You may wish to compare your appraisal of yourself on the check list with other information.

MY ACHIEVEMENTS

How well have I done in:	Very Well	Well	Fair	No Exp.		Very Well	Well	Fair	No Exp.
English & language					Student government				
Social studies					Name other activities				
Science									
Mathematics					Mechanical work				
Music, art, and literature					Office jobs				
					Selling jobs				
Sports					Manual labor				

MY INTERESTS

How well do I like:	Very Much	Some	Very Little	No Basis		Very Much	Some	Very Little	No Basis
Science					Serving People				
Mathematics					Persuading people				
Music, art, and literature					Planning and organizing				

MY APTITUDES

How good am I at:	Very Good	Good	Fair	No Exp.		Very Good	Good	Fair	No Exp.
Forming mental pictures					Reading and writing				
Sizing up a situation quickly					Solving problems by reasoning				
Using figures & symbols					Speed & accuracy in assembling				
Speaking before groups					Drawing and Painting				

MY PERSONALITY

I believe that I am:	Yes	No		Yes	No
Well liked by most people			One who treats others so their feelings are not hurt		
Regarded as a "sales" type					
Able to accept criticism and benefit by it			Bothered by fears that I won't succeed		
Able to tackle tough problems and succeed			One who does things well and promptly even if I don't like to do them		

(Continued)

MY VALUES

How important to me is:	Very	Some	Little	I don't know		Very	Some	Little	I don't know
Money					Holding offices				
Security					Personal appearance				
Home life					Maintaining standards of personal conduct				
Service to others									

MY PHYSICAL ASSETS OR LIMITATIONS

I should consider the following physical assets or limitations when selecting a vocation:

H - 2

YOU AND YOUR VOCATION *

There are various steps which you may consider in choosing a vocation. You will want to review the many vocations in the different major occupational clusters and in the different industries. You may do this by studying the job leaflets in your class, school library, or guidance offices, field visits, meeting people, career days, and films. Your librarian, group-guidance teacher or counselor can be of help.

On the previous pages suggestions were made for learning about yourself, since one needs to understand himself if he is to choose his life work wisely.

Another step is a comparison of your qualifications with job requirements; and of your hopes, values and aspirations with what specific jobs have to offer. On the next page you will find a check list which may be useful to you in making such comparisons. Here is how a suggestion could be used:

1. After you have read or studied about the fields of work, select one that you believe might be appropriate for you and enter its name in the blank space at the top of the page.

2. On the basis of what is learned about the field of work by reading and from information you may have from your own experiences, from other people or from observation, fill out the first part of the check list to indicate how well you can meet the requirements of the vocation.

3. Similarly, fill out the second part so you may have an idea of how satisfying the work would be for you.

4. Repeat the process for other vocational fields, either by erasing what you already have written or by copying the form on separate sheets of paper.

5. Discuss the finished check lists with your parents, your friends, your teachers or your guidance counselor. Then try to arrive at a conclusion regarding what field would seem best for you.

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* Adapted from State of Hawaii, Department of Education

H - 2 (cont.)

WHICH JOBS ARE BEST FOR ME?

(Study the previous page carefully before completing this one)

Would ________________________________ be a good field of work for me?

HOW WELL CAN I MEET THE REQUIREMENTS?

	Well	Fairly Well	Poorly	I don't know
Basic abilities (you list them)				
Personality characteristics (You decide which are important)				
Necessary training				
Physical requirements				
Capital requirements				

HOW WELL WOULD THE WORK SATISFY ME?

	Well	Fairly Well	Poorly	I don't know
Duties involved				
Amount of travel				
Pay and other financial benefits				
Opportunity for advancement				
Opportunity for recognition				
Opportunity for service				
Security of employment				
Working conditions				

I

LETTERS OF APPLICATION

Date________________________ Name____________________________________

Find a job ad for one career you are investigating for your report.

Write a letter of application for the job. It will be best to type it if at all possible. Project it into the future eight (8) years. Date it ______ ___, _______. Attach the ad to your letter in the upper left corner.

Assume (pretend) eight years have passed and you have had the necessary additional training, education, and/or experience. Describe this; mention previous experience, education, and/or military background, etc. The letter should include mention of where you found out about the job availability, hopes for the future with the company or place of employment, how you feel you could be of value to the employer, and other pertinent information. Be imaginative but not facetious.

Sell Yourself to the Employer

Consult other sources for ideas as to how to write the letter. Do not over use the word I.

Prepare the letter as if you were going to mail it to the prospective employer.

Letters will be due ______________________________. Expect to re-write any that are not satisfactory. Do not use regular identification headings as is usually expected on all assignments. Make them realistic.

If it is impossible to find an ad related to your first choice career investigation, choose one from your second choice, or consult the yellow pages of the phone directory or other appropriate sources for possible names and addresses of firms in which you are interested. As a last resort, consult your teacher, if it is in the professional category, or other, that may not carry ads through usual sources.

Note: There will also be "job application" forms to fill out on a present, and/or projected future basis.

J

OCCUPATIONAL CLUSTER INTERESTS SURVEY

A. Instructions: Select three of the occupational clusters listed below and circle the number of your choices. Do not indicate more than three.

		1966 Employment	Needed to 1970
1.	Mechanical (and Repair) Occupations	62,973	8,474
2.	Clerical Occupations	58,177	12,792
3.	Basic Marketing Occupations	47,138	12,538
4.	Agricultural Production and Agricultural Services Occupations	42,378	6,417
5.	Food Services Occupations	34,454	6,182
6.	Construction Occupations	23,965	2,795
7.	Wood Products Occupations	21,658	2,204
8.	Stenographic Occupations	21,318	4,891
9.	Metal Working Occupations	18,577	3,641
10.	Bookkeeping Occupations	17,649	3,018
11.	Health Occupations	14,555	3,595
12.	Electrical Occupations	11,642	1,752

13. Other: ______________________________

(continued)

B. Identify by number in preference your choices and list three reasons (briefly) for each choice.

( ) a.

b.

c.

( ) a.

b.

c.

( ) a.

b.

c.

C. For each of the three clusters chosen, name one career or job you would expect to find in that cluster.

	Cluster	Job
1.		
2.		
3.		

D. What do these jobs have in common, if anything.

	Job	Common Factors
1.		
2.		
3.		

K - 1 *

AUTOMATION AND THE NEW EVOLUTION IN INDUSTRY

Aims

1. To understand the meaning and scope of mechanization in industry
2. To understand how it affects the pupil and worker today
3. To appreciate the potentialities of higher standards of living in our economy
4. To stimulate thinking of the class to alleviate the problems resulting from extended mechanization including automation

Helpful material

1. Daily newspapers
2. Labor market letters
3. Current magazines
4. Occupational Outlook Quarterlies

Motivation

Discuss some of the changes that have taken place in the automobile industry or the steel industry in the amount of total production, workers used, and the units produced in the last ten or twenty years; or the fruit and vegetable harvesting and packing industries in our State. Then raise some questions:

1. How is this change possible
2. How would you describe the change taking place? Bring in the concept of revolution, or is it only evolution.

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* Note: All K designations are adaptations from the New York STEP Material.

Development

1. Place these headlines on separate boards. Headline one, "Automation: Trouble Around the Corner." Headline two, "Automation: Man's Welcome Servant." Pupils evaluate the headline which they regard as correct. Is it possible for both to be correct? In answer to these questions, pupils develop good points and problems which are entered in their notebooks. Then do some comparing of these good and bad points: "Fifty years ago most workers put in about 60 hours per week on their jobs; ten hours a day, six days a week."
2. Pupils discuss: Should automation concern you?
   a. Possible developments in the job you would like.
   b. Increasing competition for jobs. Will you have a better chance as a high school graduate or a dropout, a white collar or a blue collar worker.
   c. Holding a job. The importance of showing interest and being alert on the job. The importance of continuing education and training. Discuss this thoroughly in relation to recent articles in newspapers and magazines, and reports on radio or TV or in other classes.

Application

Reading and discussion of current material, topics under discussion. Show films or film strips related to this particular aspect of the lesson. Again there are several to choose from; pick current ones, those with meaning.

K - 2

WHY STAY IN SCHOOL

Aims

1. To help resolve doubts in the minds of pupils about staying in school
2. To develop judgment factors

Helpful materials

1. Manpower, Challenge of the '60s, U. S. Department of Labor
2. Stay in School, U. S. Department of Labor, Leaflet No. 8
3. School or What Else, U. S. Department of Labor

Motivation

Pose the question, Have you ever made a mistake involving the loss of money? After some discussion of this, show them a picture of a fist holding a bag of money and then put the figure $30,000 mistake on that. Ask the question, How would you react if you were faced with the danger of a $30,000 mistake?

Development

1. Discuss how dropping out of school before graduation can result in a substantial loss of money
2. Students analyze their answers to the questions which follow by examining various reports showing employment, unemployment trends based on the number of years of education, experience, and so forth.
    a. How much higher is unemployment among those with the least education?

b. Who is unemployed longer, the younger worker or the older worker? Why?

c. Does it make much difference if you are trained or untrained? Why?

Application

Have students bring recent articles, advertisements in which various leaders in sports or business have made accomplishments, and ask: What connection is there between traits of an athlete or business leader and the traits of one who continues his education? What are some of the comparisons?

K - 3

THE NEWSPAPER AS AN AID IN LOOKING FOR A JOB

Aims

1. To learn how to use a newspaper in looking for a job
2. To evaluate the usefulness of a newspaper in job hunting
3. To understand how want ads reflect the labor market and its demand
4. To emphasize the importance of high school graduation in getting a job

Helpful materials

1. Section on classified advertisements. Pupils are requested in advance of this lesson to bring in copies from their local newspapers; although it is preferable to have a copy of a uniform date, it is not essential.
2. Copies of local maps so the job locations may be pinpointed

Motivation

Relate to pupils instances showing how the newspaper can be a valuable aid in job hunting. Pupils will volunteer other instances from experiences of friends and family. Point out the value of studying classified ads for all pupils, including those presently employed.

Development

1. Pupils scan through the classified advertisements of the Sunday paper to get an idea of the number and kinds of jobs. Question,

How do you go about finding the specific place or places which might include jobs interesting to you?

a. Review and compare with dictionary work, using guide words and guide letters

b. Examine page headings above the ads. What sections will you rule out?

2. Are you looking for the same type of employment as a high school graduate seeks? Factors to consider in seeking employment:

   a. Part-time or full-time

   b. Experience and training

   c. Extent of education

   Have pupils examine the want ads in a particular category, for example, clerical. Is there much or little demand for high school graduates? The same question is asked after examining another category.

3. Pupils volunteer the best classification to examine for jobs in this course. To expedite this phase of the work, reference is made to jobs they have had experiences in, or to people they know personally who have experienced them.

4. The class is divided into committees to find job possibilities in groups or categories. The likely job referrals are underlined. The committees will report on the number and types of job opportunities found, and also indicate some of the qualifications which rule out certain jobs. For instance, high school graduation required, positions limited to full-time, age or experience requirements.

5. Pupils suggest three ads which bear promise for job referral. Print these ads on the board and evaluation follows. If you had to select one of these ads for follow-up, which one would you pick? Why?

6. Pupils set up a dictionary of abbreviations as shown in want ads. Arrange these alphabetically and provide their meanings. Examples would be clrcl, or nec, and so forth.

Application

1. Pupils learn how to answer typical ads which they have selected
    a. Pupils role-play telephoning for an appointment. Stress the importance of careful observation to check good and bad points. Discuss and evaluate these.
    b. Detailed planning is done by the pupils
        (1) How to get to the job from school or home
        (2) How to make a personal appearance. Then the scene is enacted and suggestions follow
2. Print a copy of a particular ad on the board with its brief description. Is alertness important, neatness? Find ads in your paper which request similar qualifications.
3. Films and film strips to be used with this particular lesson:
    a. Films: Personal Appearance, How to be Well Groomed
    b. Film strip: The Job Interview

K - 4

APPLYING FOR A JOB

Aims

1. To set up practical rules of dress, speech, attitude, and related matters in applying for a job
2. Relate these rules to pupils' experiences which call for evaluation
3. Plan committee work and activities for duplication of materials developed in the lesson

Helpful materials

"How to Get and Hold the Right Job" and "How to Sell Yourself to Your Employer" are publications of State Employment Service.

Motivation

Have an illustration placed on the board or on a transparency which shows several people standing in line waiting to apply for a job and the caption "Who's going to get the job?" Raise these questions, for example: "Have you ever had the experience of being one of several applicants for a job? If you had to face such a situation again, what precautions would you take? What advice would you give to one applying for the first time?" Describe your feelings at this time.

Development

1. Pupils discuss who is going to get the job
    a. If we were able to look at the applicants face to face, would we be able to tell if any particular applicant had a better chance

to get the job, for instance, because of good grooming, hair brushed neatly, clean clothes, and properly pressed necktie, and so forth.

2. Distribute pupil work sheets. Pupils evaluate the different illustrations and presentations by the various groups or committees, by indicating what is wrong, such as open shirt, untidiness, haughtiness, verbosity, and so forth. Pupils will also suggest additional panels for the work sheet.
3. To integrate the many suggestions and evaluations offered, have the pupils draw up a chart of helpful points in applying for a job. Use two columns.
    a. Before you leave
    b. When you arrive. Under these:
        (1) Write their suggestions on the board as they are volunteered
        (2) Pupils then arrange them in categories and in sequence where necessary
        (3) Chart is copied in notebooks. The board work will show development such as the following: there are a number of items listed under "Before," relating to appearance and preparation. A more extensive list appears under "When you arrive." Suggest several things concerning appearance, reflection of attitude, suggestions about when to ask questions, when not to, courtesy, and so forth.

Application

1. Pupils conduct a model interview for a part-time job, followed by evaluation

2. Distribute employment pamphlets, "How to Get and Hold the Right Job," and "How to Sell Yourself to an Employer," and compare these with the chart of rules developed in the lesson. Did any important rules get omitted?

3. Committee work and assignments. Plan for duplicating of the chart developed to be used in the school employment office, and in other classes where appropriate.
    a. Materials and machines
    b. Assignments follow-up
        (1) Read and discuss available articles concerning the importance of speaking English correctly, and other points, when making job applications
        (2) Films or film strips
            a. Films, such as Everyday Courtesy, How to be Well Groomed, Improve Your Personality, Personal Appearance, Shy Guy
            b. Film strips, such as Getting a Job, The Job Interview, You Want to Look Right, Selling Yourself to an Employer

K - 5

YOUR FIRST JOB

Aims

1. To emphasize the importance of perseverance and application to hold the job
2. To discuss the dangers and disadvantages of frequent job changes
3. To appreciate the dignity of all kinds of labor

Motivation

Invite school employment counselors or private employers to give a brief talk on procedures and standards of referring or accepting youth for job openings, emphasizing the importance of the record and character references

Development

1. Holding a job. Show the class an application for employment form from a local company and point to the section on employment history. Ask the students' opinion of the following situation: There is a part-time job for general office work available and two pupils are candidates for the job. Demonstrate via overhead projector and transparencies by filling out this section on the employment application. One pupil gives the following history, and it lists him holding four or five different jobs very briefly. The other student writes "none" in the employment history section. Discuss how an employer might react after studying both applications. What

additional information on both candidates would be helpful? It is useful to use employment applications which call for information concerning the reason services were terminated at previous jobs.

2. Starting to work. Using their own experiences, pupils may develop a set of rules for advice on holding a job. For example, the class might list a group of do's and a group of don'ts, perhaps a dozen or so of each. Examples:

   Do - Be alert   Don't - Argue with your supervisor

3. Choosing a job
   a. When can you be choosy? Factors to consider: number of jobs available and range of jobs; special work experience or training required; your financial needs; your physical limitations and other qualifications
   b. Is there such a thing as high or low jobs? Discuss this question in some detail
4. Leaving a job
   a. What is the difference in leaving a job and transferring to another job?
   b. What responsibilities do you owe yourself in considering a change, such as discussing with responsible people, making sure that there is no other opportunity, and leaving on good terms
   c. What responsibility do you owe to the employer, such as giving an explanation for the action, giving sufficient notice, not leaving him in the lurch during the busy season, or what have you

Application

1. Self evaluation. George Washington Carver said, "Start where you are with what you have, make something of it and never be satisfied."
    a. How do you apply this advice on the job?
    b. Make the phrase "never be satisfied" more clear by adding other words
2. Have a committee of pupils make a brief interview survey of faculty members concerning the nature of the first jobs they held and the lessons they learned on these jobs. The committee will report at a later period following or preceding reading assignments.
3. Pupils study press reports of particular leaders and their success, and how they got their start. Follow-up activities include studying the press reports, evaluating them, etc.
4. Films or film strips. Again, there are a great number available; see various catalogues

K - 6

GOOD GROOMING

Aims

1. To understand what good grooming means
2. To appreciate the importance of good grooming in and out of school

Helpful materials

1. Copies of the daily newspaper
2. Class sets of free materials from such places as the American Institute of Men and Boys' Wear, 386 Park Avenue, South, New York 16; a variety of offerings such as Package for Success, Employment Agency Heads Look at Job Applicants, Dress Right, Look Your Best to do Your Best, and the picture booklet, "The 90% You"

Motivation

Try to obtain two large full, identical pictures of an important individual, outstanding in leadership and positive accomplishments. Consult magazines and newspapers. On one of the representations block out in advance the odd, extreme hair cuts, sloppy shoes, baggy pants, and so forth. If a full picture is not available, use to advantage what can be used. Show this picture alongside the one that is untouched. Point out that while there may be a humorous aspect of this showing of contrast, it is meant to be respectful and to develop a lesson we can apply to everyday living. Set both pictures up for all to see. (A transparency would be helpful.)

Development

1. Elicit reasons for murmuring and critical expressions when pictures are shown. There will be several of them listed probably. This would be a good opportunity to have the pupil secretary list the reasons while the others tell about them.
2. Pupils are asked to consider the following situation: You are an employer eager to hire a young man for a job with a lot of promise of advancement. Two young men apply, one showing good grooming, the other, poor grooming. Who would you prefer? Why?
    a. Poor grooming is a sign of carelessness, neglect, or indifference
    b. A person who shows poor grooming might be a bad influence for other workers. Without mentioning names of pupils, what are some of the faults in grooming you have witnessed in this school? This might be an opportunity to have some discussion about such things as the kind of clothes people are wearing now, and the kind of hair cuts.
3. Point to photographs and ads in newspapers showing individuals in dress and grooming other than standards set for school attendance; for instance, baseball players, gardeners, and so forth. Pose these questions: Would you criticize the dress and grooming in these cases? Why not? Why would it be wrong for school?
    a. Dressing properly for the different activities and assignments, such as work, shop, gym, or regular class
    b. The importance of school as the training ground for good habits
4. "It's just that we want to be a little different; we don't want to be stuffy so we make our own styles of dressing." Pupils evaluate this comment by examining the newspaper and classroom to show opportunities for variety in dress, differences in good taste:

a. Types of collars
b. Clothes, materials, cuts, patterns
c. Color harmony
d. Shoes

Application

1. What do you think? You are applying for a job in a factory where you will be working with machines. How would you dress for the interview? Is it advisable to ask the prospective employer what kind of clothes you should wear for work? Should there be any difference in dress between work as a stock boy in a store room and a factory hand?
2. Pupils set up some basic rules for dress and good grooming which are copies in their notebooks:
    a. Be neat in clothes and personal care
    b. Be clean
    c. Dress appropriately for what you plan to do
    d. Be in good taste, not loud and not freakish
3. Distribute for oral reading, "Package for Success," a pamphlet prepared for the National Sales Executives. This article gives added meaning and authenticity to the lesson, especially when it is stressed that this is a regular training sheet used in private employment. All the hints and guides on the sheet are interesting and valuable. The material developed in the better dress program of some public schools is also helpful.
4. Films or film strips
    a. Films, such as How to be Well Groomed, Personal Appearance
    b. Film strips, such as You Want to Look Right, So You Want to Make a Good Impression

Further motivation

General Electric, among the larger employers in the nation, looks for and asks of each of its prospective employees the following five questions:

1. What can you do?
2. What are you willing to do?
3. What personality characteristics have you?
4. What kind of character do you have?
5. What place would you fit in the organization?

L - 1

INITIAL SAMPLE LETTER TO PARENTS

Dear Parent,

Your son or daughter has enrolled in Self Understanding Through Occupational Exploration (SUTOE). This ninth-grade course has a number of goals which we would like to acquaint you with, especially since your child may frequently come to you for advice or information that you have gained through your own living and working experience.

SUTOE aims at enabling students to gain knowledge and understanding of possible future goals and job opportunities, to develop self-confidence, poise, and other social skills in applying for work via application and job interviews; to gain understanding of employers' viewpoints and requirements; to broaden knowledge of the general economic structure as related to the labor force needs of our nation, state and local area; to gain understanding of the importance of opportunities offered through high school and post-high school training programs; to assess one's own strengths and weaknesses with respect to vocational potential.

The course will involve the students in individual research and independent study. We will make field trips to local industries and invite guest speakers into class in order to make the class as realistic and practical as possible. Perhaps you, as a parent, will be able to assist in this way. Certainly, your practical experience will assist your child in better carrying out his assignments for this class.

We are planning several parents' nights which we hope you will attend. You will be further notified when the specific dates are set. Feel free to contact me at any time.

Yours very truly,

Name,
SUTOE Teacher

L - 2

FOLLOW-UP SAMPLE LETTER TO PARENTS

Dear Parent,

"Experience is the best teacher" is a trite, but true maxim. During the past year we have tried to employ it in our SUTOE class work by giving students a first hand look, whenever possible, at the realities of the world of work by which to measure their personal occupational potential. You have aided us often by adding your own voice of experience in helping your child with his studies or by participating in parent or class meetings.

We also must learn by experience and are soliciting your comments and suggestions about the course. Enclosed is an evaluation form. We would be very grateful for your assistance in helping us to judge the worth of the course and in offering ideas for improvement.

Since the true test of SUTOE's value cannot be known until these students have entered the working world, we hope that some years from now we can follow them up and have them re-evaluate its long range effect. Therefore, any help you can give us in keeping in touch with your son or daughter after leaving high school will be appreciated.

Yours very truly,

SUTOE Teacher

Enc.

L - 3

SAMPLE EVALUATION FORM
for
Students, Parents and Resource Persons

Some of the objectives of this course are listed below. Please place a check in the appropriate rating column to indicate the degree to which you feel this goal was achieved.

Objectives	Excellent	Good	Fair	Poor
1. To provide students with more information on the demands and realities of the working world.				
2. To aid students in better understanding their personal strengths and limitations with respect to selecting a possible future occupation for themselves.				
3. To aid students to explore related fields of work and specific occupations in which they are interested in order to see if they are suited to such work.				
4. To aid students in planning their high school program and future training needs in order to reach their tentatively identified field-of-work goals.				
5. Through class activities, to teach students how to work better with others, as well as other personal traits needed to be a successful job-holder in the future.				
6. To help students understand the importance of their present school studies with respect to getting and holding a job in the future.				
7. To teach students how appropriate decisions and plans are made.				
8. To acquaint students with the many types of educational and training opportunities beyond high school.				

(continued)

	Excellent	Good	Fair	Poor
9. To teach students the value of consulting with experienced adults, such as parents, business men, workers, and counselors, etc., for guidance.				
10. Making future plans.				

Do you feel this course should be continued in our school in the future?

Would you recommend this course for your friends? Why?

Do you feel a course such as this would be of value to other school systems?

Do you feel parents should be asked to participate to a greater or to a lesser degree in class activities?

What suggestions or comments do you have for improving the course?

L - 4

STUDENT EVALUATION OF SUTOE

On this sheet please write an evaluation of the Occupational Course, for our use in future plans, for students who will follow you into the course. This is not for scoring. If you would feel better about what you have to say, you may leave your name off, but we want an honest answer to the question: "How can this course be made more valuable for individual students?"

Name____________________________________
(if so desired)

M - 1

SUGGESTED GENERAL TESTS

Kuder Preference Inventories, Personal, Vocational (Kuder)
Science Research Associates, Inc., 259 East Erie Street, Chicago,
Illinois 60611

Minnesota Vocational Interest Inventory (MVII)
The Psychological Corporation, 304 East 45th Street, New York,
New York 10017

Strong Vocational Interest (SVIB)
The Psychological Corporation

Academic Promise Tests (APT)
The Psychological Corporation

California Picture Interest Inventory (CPII)
California Test Bureau, Monterey, California 93940

Dailey Vocational Tests
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107

Differential Aptitude Tests (DAT)
The Psychological Corporation

General Aptitude Test Battery (GATB)
(Contact local State Employment Service if not available in your
school.)

This is not meant to imply that every one of these, or more, should be used. Some of these tests require special training before attempting to administer them. All require proper direction giving and a setting by which reliability and validity is established. Even under these conditions, test results for a particular individual may not be a true reflection of his aptitude or interest. In general, a test may prove to be a helpful source in getting to know the student better, but more important, it should help him understand himself better.

The guidance (testing) department of the local school should have other suggestions and be prepared to administer individual intelligence tests as deemed advisable as well as a source of help in working with achievement and personality tests or other specialized aptitude tests.

Again, as with other suggestions, these are not intended as exclusive nor as including all possible aptitude or interest tests. Many specialized tests for individual situations may be advisable from a great variety of sources.

M - 2

EXAMPLES OF STUDY SKILLS RESOURCES

BOOKS

Lewis, Norman; Word Power Made Easy; (paper back); Pocket Book, Inc., New York; 1949.

Nason, Leslie J.; You Can Get Better Grades (pamphlet); University of Southern California; 1961.

Roberts, Clyde; Word Attack: A Way to Better Reading, Harcourt, Brace & Company; 1956.

Shefter, Harry; Faster Reading Self-Taught (paperback; Pocket Books, Inc., New York; 1958.

__________; Short Cuts to Effective English (paperback)

__________; 6 Minutes a Day to Perfect Spelling (paperback)

__________; Shefter's Guide to Better Compositions (paperback); Washington Square Press, Inc., New York; 1960.

Wrightstone, J. Wayne; How to be a Better Student; Chicago, Illinois; Science Research Associates; 1956.

FILMSTRIPS

Learning to Study (7 filmstrips); Jam Handy Organization, 2821 Grand Boulevard; Detroit, Michigan, 48211.

Studying for Success (11 filmstrips & 5 records); Eye Gate House, Inc.; 146-01 Archer Avenue; Jamaica, N.Y., 11435.

School Skills for Today & Tomorrow (6 filmstrips); Society for Visual Education; 1345 Diversey Parkway; Chicago, Illinois, 60614.

Better Study Habits (6 filmstrips); McGraw Hill, 327 West 41st St., New York, N.Y., 10036.

Developing Your Study Skills (2 filmstrips); Guidance Associates; Pleasantville, N.Y., 10570.

Developing Effective Reading Study Skills; Stanley Bowmar Co., 12 Cleveland Street, Valhalla, N.Y. 10595.

FILMS:

Improving Study Skills, McGraw Hill
How to Succeed in School, McGraw Hill
How to Take a Test, McGraw Hill
Effective Listening, McGraw Hill
Group Discussion, McGraw Hill
Planning Your Talk, McGraw Hill

PROGRAMMED INDIVIDUAL STUDY SKILL MACHINE; Language Master; Bell & Howell; 1700, McCormick Road, Chicago, Illinois, 60645. (The machine itself and a number of specific study skill sets are available for various grade levels. After orientation, the student can operate the machine himself.)

N

SCHEMATIC ARRANGEMENT FOR AN ONGOING GUIDANCE PROGRAM (GRADES 7-12)

Guidance Objectives for End of Formal Schooling (among others)

Broad Objectives for Each Grade Level, Grades 7 Through 12 and Beyond

Group and Individual Processes

I. All students should have had a look at the World of Work (broad total).

II. All students should develop understanding of self, a self concept.

III. All students should have experiences in decision making, and in accepting responsibility for their own decisions.

General Guidance Program Grades 7-12	Concepts, Outcomes, or Behaviors Sought	How -- Types of Experiences	When -- Sequence or Grade
- A - Group Processes and Individual Counseling	1. Acceptance of new school environment and individual's place in it	1. Visitations to junior high and/or from junior high counselors, in small groups, to learn about the fiscal setting and the programs	1. End of Grade 6 and/or beginning of Grade 7
	2. General knowledge of all educational offerings through Grade 12	2. Overview of junior and senior high school programs with counselors and home room teachers. Discussion of general goals, and why, involving students	2 Early in Grade 7, after students have had time to become partially acquainted with new environment

General Guidance Program Grades 7-12	Concepts, Outcomes, or Behaviors Sought	How -- Types of Experiences	When -- Sequence or Grade
Group Processes and Individual Counseling	3. Recognition and acceptance of self (themselves) as changing individuals	3. Group guidance sessions (and individual counseling where appropriate) in home room or related environment, using guidance staff as resource or team persons	3. Occasional and/or specifically provided intervals throughout Grade 7. Possibly as often as once per week and not less than 2 or 3 hours per month
	4. Understanding of individual adolescent's place in society and of boy-girl relationships	4. Small group counseling sessions providing definite opportunities for individual's expressions of feelings and acceptance or rejection of these within the group. Increased opportunities for individual counseling when needed. All of these efforts to be conducted by qualified counselors and coordinated with rest of staff	4. Grade 8, regularly scheduled sessions during the total course of the year with provisions as needed for extra sessions
	5. Establishing self confidence through skill in interpersonal and intergroup relationships	5. Group guidance, group counseling, regular classroom activities, and co-curricular involvement	5. Planned classroom and/or group sessions during the total year, Grade 8
Lab Experiences and Explorations	6. Familiarization with elements of industry and business in various groups, providing a general awareness for every student	6. Brief modules, units or courses in each of several general fields of work, by introducing students to the tools, tasks and materials of each field. (6-9 weeks each) *See below for listings as suggested	6. Grades 7 and 8. Every student should have opportunity to explore in each of these eight broad areas

* a. Agriculture and related occupations
b. Business office occupations; clerical, secretarial and bookkeeping
c. Construction and wood products occupations, including drawing
d. Culinary crafts and related service occupations (e.g. motel, hotel, etc.)
e. Electrical and mechanical occupations
f. Health and protective service occupations
g. Marketing, managing, buying and selling occupations
h. Metalworking and fabricating occupations

General Guidance Program Grades 7-12	Concepts, Outcomes, or Behaviors Sought	How -- Types of Experiences	When -- Sequence or Grade
			Recommended for Grade 9
- B - Self Understanding Through Occupational Exploration (SUTOE)	1. Student ability for self appraisal (developing a self concept)	1. Aptitude and interest testing, informal questionnaires, and brief essays	1. First weeks, brief essays, pre-tests, and standardized tests
	2. Development of ability to make choices and accept responsibility for same	2. Via group interaction, exchange of information and ideas	2. Group planning of activities (within a general frame of reference) in early meetings
	3. Greater understanding of economic and social environment, identification of one's place in production, distribution, and consumption	3. Field trips, guest speakers, interviewing, audio-visual aids, budget building experiences, and tax study	3. Individual implementation of agreed upon assignments
	4. Broad look at total world of work (fields of work available or projected)	4. Similar to #3 above, plus extensive reading	4. Continuation and expansion of #3
	5. Changing vocational interest and/or initiating vocational interests in some, from fantasy to tentative decisions	5. Exposure to fact-oriented occupational information and self-inventory procedures	5. Beginning about second nine-week period
	6. Identification of qualifications and skills needed for particular types of work	6. Study of jobs in each of Data, People, Things Hierarchies (DOT classifications)	6. Sequential research of a job or occupational cluster in each hierarchy

General Guidance Program Grades 7-12	Concepts, Outcomes, or Behaviors Sought	How -- Types of Experiences	When -- Sequence or Grade
Self Understanding Through Occupational Exploration (SUTOE)	7. Development of skills in applying for jobs and in interpersonal relations on the job	7. Role playing, letter writing, filling out applications, specific job observations and experience	7. Following research, group discussion, and individual reports
	8. Evaluation of information regarding job market, needs, trends, and self	8. Gathering, discussing, and exchanging information. Individual conferences and counseling in at least some cases	8. Beginning early in the year, but intensified by the second semester
	9. Review of personal opportunities, needs in all job clusters and miscellaneous occupational groups	9. Opportunities in observing and/or working briefly in each job cluster via school facilities and/or community facilities	9. During final twelve weeks of term
	10. Evaluation of self in relation to advantages and disadvantages of particular job fields of initial interest	10. Retesting where appropriate via teacher-made and standardized tests, essays, individual counseling, etc.	10. Last six weeks of academic year
	11. Changes of attitudes toward work, society, school, and self	11. Observation, interaction, and working opportunities, use of check lists and other objective materials	11. Continuing during whole year and intensified by end of year
	12. Program (course) evaluation	12. Discussion via group (oral) and/or written exercises (essay, questionnaire, etc.)	12. Final days of the program

General Guidance Program Grades 7-12	Concepts, Outcomes, or Behaviors Sought	How -- Types of Experiences	When -- Sequence or Grade
- C - Group Processes and Individual Counseling	1. General planning of three year educational forecast	1. Working closely in small groups, and individually, with counselors and SUTOE instructor	1. In early spring of Grade 9 during home room, study hall, or within the SUTOE setting
	2. Orientation to the new environment for Grade 10 plus. (In an 8-4 system this would be prior to the SUTOE course and #1 above)	2. Visitations from counselors and department heads to class groups or special groups and where feasible trips to the new school environment for explanations regarding setting and programs	2. In spring of Grade 8, for 8-4 system, during late spring of Grade 9 and first few days of Grade 10 in 6-3-3 system
	3. Demonstrated understanding of personality, human behavior, and decision-making process. Ability to identify problem areas in human relations and including marriage	3. Classroom study of man in society and individual psychological needs and wants. Lectures, individual research, small group discussions, guest speakers, audio-visual aids	3. Grade 10 and above, elective on one-semester basis, couse entitled Human Behavior and Decision Making
	4. Greater knowledge of tentative choices for vocational education major concentration	4. Exploration of broad experience in one of several general fields of interest (clusters or departments) by reading, observing, listening, practicing, and developing skill at beginning level	4. Grade 10 and above, one-semester electives in several fields or clusters of occupations preparatory to possible emphasis in a field

General Guidance Program Grades 7-12	Concepts, Outcomes, or Behaviors Sought	How -- Types of Experiences	When -- Sequence or Grade
Group Processes and Individual Counseling	5. Preparation for entry employment or continued schooling	5. Education and training in high school courses in occupational clusters curriculum. Emphasis is on preparation for marketable skills, further technical training or other personalized program	5. Grades 11 and 12 in full time study via systematic sequential development for each individual's needs
	6. Preparation for work and/or further schooling. Acceptance of individual's role in adult environment	6. Individual conferences regarding decisions. Review of job finding techniques (possibly with Employment Service). Placement on the job or in next step of schooling, military, etc.	6. Grades 11 and 12, in specially scheduled meetings and in specific units within a regularly scheduled class where all students are enrolled
	7. Evaluation of individual's success after formal schooling and of program's success in preparation and placement for each individual	7. Follow-up activities via phone, letter, personal interview, questionnaire, group meetings, etc., with students and with employers and/or other community agencies	7. At termination of formal schooling, via invitation to former enrollees to return to school and talk to students, and at regular intervals following completion of schooling